

Syllabus

6th Grade Literacy

Yearlong Literacy Objectives- August 1- May 26

These particular standards are standards that should be addressed with every text. It is expected that each standard will get increasingly more complex as the year progresses.

Ongoing Standards (included throughout the entire year)	Objectives	Major Assignments
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of a text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> <p>RI.6.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I can make an inference.</p> <p>I can determine what the text says explicitly.</p> <p>I can cite from a text.</p> <p>I can analyze the impact of a specific word choice on meaning.</p> <p>I can analyze the impact of specific word choice on tone.</p> <p>I can define compare and contrast.</p> <p>I can determine the similarities between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text.</p> <p>I can determine the differences between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text.</p> <p>I can contrast what is “seen” and “heard” when reading a text to what is perceived when a text is listened to or watched.</p> <p>I can read literature, including stories, dramas, and poem in the grade 6-8 text complexity.</p> <p>I can comprehend literature, including stories, dramas, and poem in the grade 6-8 text complexity.</p> <p>I can define cite.</p> <p>I can locate and cite textual evidence that supports the explicit analysis of informational text.</p> <p>I can define inference.</p> <p>I can make inferences from informational text.</p>	<p>**Major assignments will correspond with teacher selected anchor text from the following list:</p> <p>Wonder</p> <p>The Egypt Game</p> <p>Bad Beginnings</p> <p>Walk Two Moons</p> <p>The Golden Goblet</p> <p>Island of the Blue Dolphins</p> <p>Wednesday Wars</p> <p>Hatchet</p> <p>Lightening Thief</p> <p>Three Cups of Tea</p> <p>The President Has Been Shot</p> <p>Soul Surfer</p> <p>Steve Jobs Commencement Speech</p> <p>Literacy Task</p> <p>Writing Task</p> <p>Short Term Research Project</p> <p>Long Term Research Project</p>

<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 <i>topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 	<p>I can locate and cite textual evidence to support inferences drawn from an informational.</p> <p>I can identify examples of figurative language within an informational text.</p> <p>I can determine the figurative meaning of words and phrases in an informational text.</p> <p>I can determine the connotative meaning of words and phrases in an informational text.</p> <p>I can define technical writing (e.g., concise, objective writing about a specific topic).</p> <p>I can determine the technical meaning of words and phrases in an informational text.</p> <p>I can define integrate.</p> <p>I can explain a topic or issue using pictures, charts, graphs, etc.</p> <p>I can integrate information taken from various media, formats, or texts.</p> <p>I can demonstrate coherent understanding of the topic or issue using information from various media/formats.</p> <p>I can comprehend literary nonfiction within the 6-8 grade text complexity band.</p> <p>I can analyze the reason for writing a piece to decide on task, purpose, and audience.</p> <p>I can determine appropriate organizational strategies for a specific type of writing.</p> <p>I can produce writing that is clear a coherent with idea, development, organization, and style.</p> <p>I can develop and strengthen my writing by, planning, revising, editing, rewriting, or trying a new approach with guidance and support from peers and adults.</p> <p>I can produce and publish writing using technology.</p> <p>I can interact and collaborate with others using technology.</p> <p>I can type a minimum of three pages in a single setting.</p> <p>I can conduct a short research project.</p> <p>I can organize information from several sources to answer a question.</p>	
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<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>L.6.2.b Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p> <p>L.6.4.a.c.d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations</p>	<p>I can write for a range of discipline-specific tasks, purposes, and audiences in both extended and shorter time frames.</p> <p>I can engage in collaborative discussions (one-on-one, groups, teacher led) on grade 6 topics, texts, and issues.</p> <p>I can express ideas clearly using evidence from the topic or text.</p> <p>I can build on the ideas of others in a discussion.</p> <p>I can respond to questions posed by group members with details using evidence from the topic or text.</p> <p>I can prepare for group discussion by reading and studying the required material.</p> <p>I can set specific goals and deadlines.</p> <p>I can identify components and roles within a group discussion.</p> <p>I can follow rules for a group discussion. I can respond to multiple perspectives through reflection and paraphrasing.</p> <p>I can interpret information presented visually.</p> <p>I can interpret information presented quantitatively.</p> <p>I can interpret information presented orally.</p> <p>I can explain how information presented visually contributed to a topic, text, or issue under study.</p> <p>I can explain how information presented quantitatively contributes to a topic, text, or issue under study.</p> <p>I can explain how information presented orally contributes to a topic, text, or issue under study.</p> <p>I can punctuate to set off nonrestrictive/parenthetical elements.</p> <p>I can recall and apply spelling I can identify and correct misspelled words.</p> <p>I can write using varied sentence patterns (e.g., simple, compound, complex, compound-complex).</p> <p>I can maintain a consistent style and tone when writing.</p>	
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<p>(definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>I can maintain a consistent style and tone when speaking.</p> <p>I can determine the meaning of a word using context clues.</p> <p>I can determine the meaning of a word using grade appropriate affixes.</p> <p>I can determine the meaning of a word using grade appropriate Greek or Latin roots.</p> <p>I can consult print reference material to find the pronunciation of a word.</p> <p>I can consult print reference material to clarify the precise meaning of a word.</p> <p>I can consult print reference material to clarify the part of speech of a word.</p> <p>I can define figurative language.</p> <p>I can interpret figures of speech in context.</p> <p>I can identify the relationship between two words.</p> <p>I can analyze the relationship between two words to clarify meaning.</p> <p>I can define connotation.</p> <p>I can define denotation.</p> <p>I can distinguish among the connotations of words with similar meanings.</p> <p>I can use grade appropriate academic vocabulary in writing and speaking.</p> <p>I can use grade appropriate domain-specific vocabulary in writing and speaking.</p> <p>I can use my knowledge of vocabulary skills when considering words and phrases important to comprehension or expression.</p>	
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1st nine weeks– August 1-September 30

These are specific standards that should be introduced and taught explicitly (i.e. mini lesson/group activity/centers) within the specific nine week period. These standards should be revisited throughout the remainder of the year as needed based on classroom discussion, spiral review, assessments, etc.

Focus Standards	Objectives	Major Assignments
<p>RL/RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.</p> <p>RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).</p> <p>RL/RI.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>L.6.5a Interpret figures of speech (e.g. personification) in context.</p> <p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>I can define theme or central idea.</p> <p>I can determine a theme or central idea. I can support the theme or central idea with details from the text.</p> <p>I can write an unbiased summary based on factual information.</p> <p>I can distinguish between textual facts and opinions.</p> <p>I can describe how a series of episodes/story elements (e.g., exposition, rising action, climax, resolution) unfolds within a story.</p> <p>I can explain how a character responds and changes over the course of a story.</p> <p>I can define character traits.</p> <p>I can identify key individuals in an informational text.</p> <p>I can identify key events in an informational text.</p> <p>I can identify key ideas in an informational text.</p> <p>I can define anecdote.</p> <p>I can analyze, through examples and/or anecdotes, how key individuals are introduced, illustrated, and elaborated in an informational text.</p> <p>I can identify the theme of a text.</p> <p>I can identify the setting of a text.</p> <p>I can outline the plot of a text.</p> <p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text.</p> <p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the theme of a text.</p>	<p>**Major assignments will correspond with teacher selected anchor text from the following list:</p> <p>Wonder</p> <p>The Egypt Game</p> <p>Bad Beginnings</p> <p>Walk Two Moons</p> <p>The Golden Goblet</p> <p>Island of the Blue Dolphins</p> <p>Wednesday Wars</p> <p>Hatchet</p> <p>Lightening Thief</p> <p>Three Cups of Tea</p> <p>The President Has Been Shot</p> <p>Soul Surfer</p> <p>Steve Jobs Commencement Speech</p> <p>Literacy Task</p> <p>Writing Task</p> <p>Short Term Research Project</p>

<p>L.6.2.a Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>W.6.2.a-f Write informative/explanatory texts to examine a topic and to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect: include formatting (e.g. headings), graphics (e.g. charts and tables), and multi-media when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. <p>W.6.3.a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 	<p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the setting of a text.</p> <p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the plot of a text.</p> <p>I can determine text structure of an informational text.</p> <p>I can analyze how a particular sentence, paragraph, chapter, or section of a text fits into the overall structure of an informational text.</p> <p>I can analyze how a particular sentence, paragraph, chapter, or section of a text contributes to the overall development of the ideas within an informational text.</p> <p>I can define point of view.</p> <p>I can determine the point of view of the narrator of a text.</p> <p>I can determine the author's point of view in informational text.</p> <p>I can articulate the author's purpose in informational text.</p> <p>I can explain how the author's point of view in a text is conveyed in an informational text.</p> <p>I can demonstrate the proper use of pronouns in the subjective case.</p> <p>I can punctuate to set off nonrestrictive/parenthetical elements. I can recall and apply spelling I can identify and correct misspelled words.</p> <p>I can define figurative language.</p> <p>I can interpret figures of speech in context.</p> <p>I can select and use various transitions that clarify the relationships among ideas and concepts.</p> <p>I can explain a topic using descriptive details and adequate elaboration.</p> <p>I can write in a formal style.</p> <p>I can provide a concluding statement based on information/explanation presented.</p> <p>I can compose informative/ explanatory texts.</p>	
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<p>b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>I can write an effective introduction to a topic. I can organize ideas, concepts, and information. I can organize information using multiple strategies (e.g., definition, classification, compare/contrast, cause and effect). I can write using formatting, graphics, and multimedia to support the topic. I can support the topic with relevant facts, details, quotes, and examples.</p>	
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2nd nine weeks– October 17- December 16

These are specific standards that should be introduced and taught explicitly (i.e. mini lesson/group activity/centers) within the specific nine week period. These standards should be revisited throughout the remainder of the year as needed based on classroom discussion, spiral review, assessments, etc.

Focus Standards	Objectives	Major Assignments
<p>RL/RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text</p> <p>RI.6.8/ SL.6.3 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RL.6.9 Compare and contrast text in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person).</p>	<p>I can define cite. I can locate and cite textual evidence that supports the explicit analysis of informational text. I can define inference. I can make inferences from informational text. I can locate and cite textual evidence to support inferences drawn from an informational text. I can determine the author's point of view in informational text. I can articulate the author's purpose in informational text. I can explain how the author's point of view in a text is conveyed in an informational text. I can identify the similarities among common events in texts written by different authors</p>	<p>**Major assignments will correspond with teacher selected anchor text from the following list:</p> <p>Wonder The Egypt Game Bad Beginnings Walk Two Moons The Golden Goblet Island of the Blue Dolphins Wednesday Wars Hatchet Lightening Thief Three Cups of Tea The President Has Been Shot Soul Surfer Steve Jobs Commencement Speech</p>

<p>W.6.1.a-e Write arguments to support claims with clear reason and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented 	<p>(e.g., a memoir written by and a biography on the same person). I can identify the differences among common events in texts written by different authors (e.g., a memoir written by and a biography on the same person). I can identify the characteristics of different genres (e.g., stories, poems, historical novels, fantasy stories). I can identify the theme in two or more genres (e.g., stories, poems, historical novels, fantasy stories). I can identify the topic in two or more genres (e.g., stories, poems, historical novels, fantasy stories). I can compare and contrast how two or more stories in different genres approach a similar theme or topic. I can select and use various transitions that clarify the relationships among ideas and concepts.</p>	<p>Literacy Task Writing Task Short Term Research Project</p>
<p>W.6.3.a-e Write narratives to develop real or imagined experiences or events from the information or explanation presented.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<p>I can explain a topic using descriptive details and adequate elaboration. I can write in a formal style. I can provide a concluding statement based on information/explanation presented. I can compose informative/ explanatory texts. I can write an effective introduction to a topic. I can organize ideas, concepts, and information. I can organize information using multiple strategies (e.g., definition, classification, compare/contrast, cause and effect). I can write using formatting, graphics, and multimedia to support the topic. I can support the topic with relevant facts, details, quotes, and examples. I can describe the characteristics of a narrative. I can produce an engaging introduction to a narrative (e.g., flashback, dialogue, question, snapshot). -Introduce and develop a narrator. -Introduce and develop the characters.</p>	

<p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.9.a-b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g. “compare and contrast texts in different forms or genres {e.g. stories and poems; historical novels and fantasy stories} in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary non-fiction (e.g. “trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>L.6.1.b Use intensive pronouns (e.g. myself, ourselves).</p> <p>L.6.4.b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).</p> <p>W.6.5.b Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>** Also spiraled throughout will be the focus standards from the 1st nine weeks.</p>	<p>I can organize a logical plot sequence.</p> <p>I can develop experiences, events, and/or characters using narrative techniques (e.g., dialogue, pacing, and description).</p> <p>I can write using transitions (e.g., words, phrases, clauses) to convey sequence from one time setting to another.</p> <p>I can write using appropriate descriptive, relevant, significant details and sensory language to convey experiences and events.</p> <p>I can write a conclusion to a narrative that logically follows the narrated experiences.</p>	
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3rd nine weeks– January 4- March 3

These are specific standards that should be introduced and taught explicitly (i.e. mini lesson/group activity/centers) within the specific nine week period. These standards should be revisited throughout the remainder of the year as needed based on classroom discussion, spiral review, assessments, etc.

Focus Standards	Objectives	Major Assignments
<p>W.6.1.a-e Write arguments to support claims with clear reason and relevant evidence.</p>	<p>I can demonstrate the proper use of pronouns in the objective case.</p> <p>I can demonstrate the proper use of pronouns in the possessive case.</p>	<p>**Major assignments will correspond with teacher selected anchor text from the following list:</p> <p>Wonder</p>

<p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>L.6.1.c-d Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>b. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>W.6.2.a-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts/tables), and multi-media when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>I can demonstrate the proper use of intensive pronouns.</p> <p>I can recognize correct shifts in pronoun number and person.</p> <p>I can recognize inappropriate shifts in pronoun number and person.</p> <p>I can recognize and correct vague pronouns and pronoun antecedents.</p> <p>I can locate and correct mistakes in my own and others writing and speaking.</p> <p>I can demonstrate the proper use of pronouns in the subjective case.</p> <p>I can compose informative/ explanatory texts.</p> <p>I can write an effective introduction to a topic.</p> <p>I can organize ideas, concepts, and information.</p> <p>I can organize information using multiple strategies (e.g., definition, classification, compare/contrast, cause and effect).</p> <p>I can write using formatting, graphics, and multimedia to support the topic.</p> <p>I can support the topic with relevant facts, details, quotes, and examples.</p> <p>I can select and use various transitions that clarify the relationships among ideas and concepts.</p> <p>I can explain a topic using descriptive details and adequate elaboration.</p> <p>I can write in a formal style.</p> <p>I can provide a concluding statement based on information/explanation presented.</p>	<p>The Egypt Game Bad Beginnings Walk Two Moons The Golden Goblet Island of the Blue Dolphins Wednesday Wars Hatchet Lightening Thief Three Cups of Tea The President Has Been Shot Soul Surfer Steve Jobs Commencement Speech</p> <p>Literacy Task</p> <p>Writing Task</p> <p>Short Term Research Project</p>
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<p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented</p> <p>** Also spiraled throughout will be the focus standards from the 1st and 2nd nine weeks.</p>		
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4th nine weeks– March 6- May 26

These are specific standards that should be introduced and taught explicitly (i.e. mini lesson/group activity/centers) within the specific nine week period. These standards should be revisited throughout the remainder of the year as needed based on classroom discussion, spiral review, assessments, etc.

Focus Standards	Objectives	Major Assignments
<p>L.6.1.e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>W.6.3.a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>I can paraphrase the data and conclusions of others.</p> <p>I can define plagiarism.</p> <p>I can avoid plagiarism.</p> <p>I can define bibliography.</p> <p>I can provide basic bibliographic information for sources.</p> <p>I can paraphrase the data and conclusions of others.</p> <p>I can define plagiarism.</p> <p>I can avoid plagiarism.</p> <p>I can define bibliography.</p> <p>I can provide basic bibliographic information for sources.</p> <p>I can gather information from multiple print and digital sources.</p> <p>I can define credible.</p>	<p>**Major assignments will correspond with teacher selected anchor text from the following list:</p> <p>Wonder</p> <p>The Egypt Game</p> <p>Bad Beginnings</p> <p>Walk Two Moons</p> <p>The Golden Goblet</p> <p>Island of the Blue Dolphins</p> <p>Wednesday Wars</p> <p>Hatchet</p> <p>Lightening Thief</p> <p>Three Cups of Tea</p> <p>The President Has Been Shot</p> <p>Soul Surfer</p> <p>Steve Jobs Commencement Speech</p>

<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent description, facts and details to accentuate main ideas of themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicate appropriate. (see grade 6 Language standards 1 and 3 on page 53 for specific expectations.)</p> <p>** Also spiraled throughout will be the focus standards from the 1st , 2nd , and 3rd nine weeks.</p>	<p>I can determine the credibility of a source. I can present claims and findings. I can sequence ideas logically. I can provide pertinent descriptions, details and facts to accentuate main ideas or themes within a presentation. I can use appropriate eye contact. I can use appropriate volume. I can use appropriate pronunciation. I can use multimedia components in presentations to clarify information. I can determine what visual displays will best clarify information in presentations. I can use visual displays in a presentation to clarify information. I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I can describe the qualities of formal speech. I can describe the qualities of informal speech. I can determine if formal or informal speech is appropriate in the context of a given situation.</p>	<p>Literacy Task</p> <p>Writing Task</p> <p>Long Term Research Project</p>
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7th Grade Literacy

1st 9-Weeks

Anchor Texts: Students will be reading one or more of the following: *The Outsiders, A Midsummer Night's Dream, The Giver, and Life as We Knew It.*

Standards	Objectives	Major Assignments
<p>Reading Literature Standards:</p> <p>7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia</p>	<p>I can cite textual evidence that strongly support my inferences and analysis of the text. RL 7.1</p> <p>I can determine the theme of a text. RL 7.2</p> <p>I can analyze the development of the theme throughout a text. RL 7.2</p> <p>I can give an objective summary of a text. RL 7.2</p> <p>I can analyze how elements of a story interact (setting affect characters, etc.). RL 7.3</p> <p>I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text. RL 7.4</p> <p>I can analyze the impact of rhyme or repetition of sound on a particular part of a text. RL 7.4</p> <p>I can analyze how the form or structure of a text contributes to its meaning. RL 7.5</p>	<p>Students will write an expository and a narrative essay that will assess several of the writing, literature, and language standards.</p> <p>Students will contribute to several discussion and short writing assignments.</p> <p>Students will closely read and respond to short non-fiction works.</p> <p>Students will take short formative assessments covering standards in standardized form.</p>

<p>version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Informational Text</p> <p>7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.3 Write narratives to develop real or imagined experiences or events using effective technique,</p>	<p>I can analyze how an author develops and/or contrast the point of view of a narrator or text's character. RL 7.6</p> <p>I can compare and contrast a written text to its audio, staged, or multimedia version. RL 7.9</p> <p>I can analyze the effects of techniques that are unique to portraying various types of media. RL 7.10</p> <p>I can cite textual evidence that strongly support my inferences and analysis of the text. RI 7.1</p> <p>I can determine two or more central ideas and analyze their development over the course of a text. RI 7.2</p> <p>I can give an objective summary of the text. RI 7.2</p> <p>I can analyze interactions between individuals, events, or ideas in a text. RI 7.3</p> <p>I can write an informative piece, which examines a topic and convey ideas, where I: a - introduce a topic, organize ideas with appropriate structure, include formatting and graphics when useful, b - use facts, definitions, details, and quotations, or other examples to develop the topic, c - use appropriate transitions to create cohesion and clarify relationships,</p>	
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<p>relevant descriptive details, and well-structures event sequences.</p> <p>7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Language</p> <p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>d - use precise language and vocabulary to explain about the topic, e - establish and maintain a formal style, and f - provide a concluding statement or section. W 7.2</p> <p>I can write a real or imagined narrative with descriptive details and effective technique, where I:</p> <p>a - establish a context and point of view, introduce a narrator and/or characters, and organize a logical event sequence, b - use dialogue, descriptions, and pacing to develop events and characters, c - use transitional words, phrases, and clauses to convey sequence and signal shifts, d - use precise words and phrases and sensory details and language to convey experiences and events, and e - provide a conclusion that follows the form and reflects on the narrated events. W 7.3</p> <p>I can produce clear, coherent writing in which the development, organization, and style are appropriate for seventh grade tasks, purposes, and audiences. W 7.4</p> <p>I can use guidance from my peers and adults to plan, revise, and edit my writing. W 7.5-1</p>	
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<p>phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking and Listening</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions.</p> <p>SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>I can try new approaches and focus on addressing my purpose and audience in my writing. W 7.5-2</p> <p>I can conduct short research projects that use several sources to answer a specific question. W 7.7-1</p> <p>I can generate additional focused questions, if needed, during my research. W 7.7</p> <p>I can use evidence from literature to support analysis, reflection, and research in my writing. W 7.9</p> <p>I can use evidence from informational text to support analysis, reflection, and research in my writing. W 7.9</p> <p>I can explain the function of phrases and clauses. L 7.1a</p> <p>I can choose among various types of sentences to show different relationship among ideas. L 7.1b</p> <p>I can use phrases and clauses appropriately in a sentence. L 7.1c</p> <p>I can use a comma to separate coordinate adjectives. L 7.2a</p> <p>I can spell correctly. L 7.2b</p> <p>I can choose language to express ideas in a precise and concise manner. L 7.3a</p>	
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	<p>I can use context clues to figure out word meanings. L 4a</p> <p>I can use common Greek and Latin affixes and roots to figure out word meanings. L 7.4b</p> <p>I can use reference materials to determine pronunciation, meaning, or part of speech of a word. L7.4c</p> <p>I can interpret figures of speech in context. L 7.5a</p> <p>I can use the relationships between words to better understand each word's meaning. L 7.5b</p> <p>I can distinguish among connotations and denotations of words. L 7.5c</p> <p>I can use vocabulary appropriate to seventh grade topics. L 7.6</p> <p>I can use resources to gather word knowledge when needing a word important for comprehension and/or expression. L7.6</p> <p>I can prepare for a class discussion and participate by referring to my findings during listening discussion. SL 7.1a</p> <p>I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed. SL 7.1b</p>	
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	I can ask questions to respond to others, elicit elaboration, or bring the discussion back to SL 7.1c	
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2nd 9-Weeks

Anchor Texts: Students will be reading one or more of the following: *The Witch of Blackbird Pond*, *A Midsummer Night's Dream*, *A Christmas Carol*, and *The Legend of Sleepy Hollow*.

Standards	Objectives	Major Assignments
<p>7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>I can cite textual evidence that strongly support my inferences and analysis of the text. RL 7.1</p> <p>I can determine the theme of a text. RL 7.2</p> <p>I can analyze the development of the theme throughout a text. RL 7.2</p> <p>I can give an objective summary of a text. RL 7.2</p> <p>I can analyze how elements of a story interact (setting affect characters, etc.). RL 7.3</p>	<p>Students will write an argumentative and a narrative essay that will assess several of the writing, literature, and language standards.</p> <p>Students will contribute to several discussion and short writing assignments.</p> <p>Students will closely read and respond to short non-fiction works.</p> <p>Students will take short formative assessments covering standards in standardized form.</p>
<p>Reading Informational Text</p> <p>7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or</p>	<p>I can compare and contrast a written text to its audio, staged, or multimedia version. RL 7.9</p> <p>I can cite textual evidence that strongly support my inferences and analysis of the text. RI 7.1</p> <p>I can determine two or more central ideas and analyze their development over the course of a text. RI 7.2</p> <p>I can give an objective summary of the text. RI 7.2</p>	<p>Students will present information to a class based on research findings.</p>

<p>how individuals influence ideas or events) band proficiently, with scaffolding as needed at the high end of the range.</p> <p>7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>7. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Writing</p> <p>7.1Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures event sequences.</p>	<p>I can analyze interactions between individuals, events, or ideas in a text. RI 7.3</p> <p>I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 7 text. RI 7.4</p> <p>I can analyze how the words the author chooses affects the meaning or tone of the text. RI 7.4</p> <p>I can analyze the structure an author uses to organize text. RI 7.5</p> <p>I can explain how major sections of a text contribute to the development of the whole. RI 7.5</p> <p>I can determine the author’s point of view in a text. RI 7.6</p> <p>I can determine the author’s purpose for writing a text. RI 7.6</p> <p>I can explain how an author distinguishes his/her position from another author. RI 7.6</p> <p>I can analyze differences in two or more authors’ presentations on the same topic. RI 7.9</p> <p>I can write an argument with clear reasons and relevant evidence, where I: a - introduce claims, acknowledge opposing claims, and organize the reasons/evidence clearly,</p>	
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<p>7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Language</p> <p>7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>b - support claims with logical and relevant reasons, use credible sources and demonstrate understanding of the topic, c - use words, phrases, and clauses to create cohesion and clarify relationships, d - establish and maintain a formal style e - provide a concluding statement or section that flows from the presented argument. W 7.1</p> <p>I can write a real or imagined narrative with descriptive details and effective technique, where I: a - establish a context and point of view, introduce a narrator and/or characters, and organize a logical event sequence, b - use dialogue, descriptions, and pacing to develop events and characters, c - use transitional words, phrases, and clauses to convey sequence and signal shifts, d - use precise words and phrases and sensory details and language to convey experiences and events, and e - provide a conclusion that follows the form and reflects on the narrated events. W 7.3</p> <p>I can produce clear, coherent writing in which the development, organization, and style are appropriate for seventh grade tasks, purposes, and audiences. W 7.4</p> <p>I can use guidance from my peers and adults to plan, revise, and edit my writing. W 7.5</p>	
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<p>phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking and Listening</p> <p>7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>I can try new approaches and focus on addressing my purpose and audience in my writing. W 7.5</p> <p>I can conduct short research projects that use several sources to answer a specific question. W 7.7</p> <p>I can generate additional focused questions, if needed, during my research. W 7.7</p> <p>I can use evidence from literature to support analysis, reflection, and research in my writing. W 7.9</p> <p>I can use evidence from informational text to support analysis, reflection, and research in my writing. W 7.9</p> <p>I can explain the function of phrases and clauses. L7.1</p> <p>I can choose among various types of sentences to show different relationship among ideas. L 7.1</p> <p>I can use phrases and clauses appropriately in a sentence. L 7.1</p> <p>I can use a comma to separate coordinate adjectives. L 7.2a</p> <p>I can spell correctly. L 7.2b</p> <p>I can choose language to express ideas in a precise and concise manner. L 7.3a</p>	
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<p>7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>I can use context clues to figure out word meanings. L 4a</p> <p>I can use common Greek and Latin affixes and roots to figure out word meanings. L 7.4b</p> <p>I can use reference materials to determine pronunciation, meaning, or part of speech of a word. L7.4c</p> <p>I can interpret figures of speech in context. L 7.5a</p> <p>I can use the relationships between words to better understand each word's meaning. L 7.5b</p> <p>I can distinguish among connotations and denotations of words. L 7.5c</p> <p>I can use vocabulary appropriate to seventh grade topics. L 7.6</p> <p>I can use resources to gather word knowledge when needing a word important for comprehension and/or expression. L7.6</p> <p>I can prepare for a class discussion and participate by referring to my findings during listening discussion. SL 7.1a</p> <p>I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed. SL 7.1b</p>	
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	<p>I can ask questions to respond to others, elicit elaboration, or bring the discussion back to SL 7.1c</p> <p>I can analyze the main idea/supporting details in information presented in diverse formats explain how the information clarifies the topic under study. SL 7.2</p> <p>I can identify a speaker’s argument and specific claims. SL 7.3</p> <p>I can evaluate the soundness of reasoning and relevance of evidence presented. SL 7.3</p> <p>I can present important findings in a coherent manner using descriptions, facts, details, and examples. SL 7.4</p> <p>I can use appropriate eye contact, adequate volume, and clear pronunciation. SL 7.4</p> <p>I can include multimedia projects or visual displays when they will be helpful in clarifying and emphasizing information. SL 7.5</p> <p>I can adapt my speech to a variety of tasks and contexts. SL 7.6</p> <p>I can demonstrate a command of formal English when appropriate. SL 7.6</p>	
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8th Grade Literacy Instructional Syllabus

Quarter 1

Topic/Driving Question: What makes great literature? / Events that inspire authors to write		
Anchor Text	Objectives	Major Assignments
<p>Possible texts: <i>Animal Farm</i> <i>The Adventures of Tom Sawyer</i> <i>Ashes of Roses</i></p> <p>Reading Focus Standards:</p> <p>RL 8.1, 8.2, 8.3, 8.4</p> <p>RI 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>W 8.2, 8.3</p> <p>SL 8.4, 8.6</p> <p>L 8.4, 8.6</p>	<ul style="list-style-type: none"> • I can make an inference. • I can judge what the text says explicitly. • I can cite text with the strongest information to support an analysis. • I can determine a theme. • I can analyze the development of the theme as the text progresses. • I can relate the theme to the story elements of the text. • I can devise an objective summary of the text. • I can critique dialogue or incidents in relation to story progression. • I can infer character traits. • I can analyze how particular lines of dialogue or incidents in a story or drama provoke a decision. • I can detect the meaning of figurative and connotative words and phrases using context clues. • I can analyze the impact of analogies and allusions along with specific word choices in relation to the meaning and tone of a text. • I can examine the structure of a specific paragraph in a text. • I can examine the role of particular sentences in developing and refining a key concept. • I can introduce a topic clearly, previewing what is to follow. • I can organize ideas, concepts, and information into broader categories. • I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • I can use precise words and phrases to capture the action and convey experiences and events. • I can use relevant descriptive details to capture the action and convey experiences and events. • I can use sensory language to capture the action and convey experiences and events. • I can create a conclusion that follows from the narrated experiences or events. • I can present central claims and findings in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details. • I can present using appropriate eye contact, adequate volume, and clear pronunciation. • I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • I can then determine a word’s true meaning by using context clues or a dictionary. • I can acquire and use accurately grade appropriate general academic and domain specific words and phrases. 	<p>Close Reading Activities</p> <ul style="list-style-type: none"> • anchor texts • companion informational texts • companion literary texts <p>Short Research Projects</p> <p>1-2 Narrative Writings 2-3 Explanatory Writings</p> <p>Assignment Portfolio</p> <p>Culminating Task</p>

8th Grade Literacy Instructional Syllabus

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8th Grade Literacy Instructional Syllabus

Quarter 2

Topic/Driving Question: How do real life events inspire our imagination?		
Anchor Text	Objectives	Major Assignments
<p>Possible texts: <i>Time Machine</i> <i>Flowers for Algernon</i> <i>Works of Edgar Allen Poe</i></p> <p>Standards from 1st Quarter will be reinforced. The following are focus standards for the quarter:</p> <p>RL 8.5, 8.6</p> <p>RI 8.6, 8.7</p> <p>W 8.3, 8.1</p> <p>SL 8.5, 8.3</p> <p>L 8.5, 8.6</p>	<ul style="list-style-type: none"> • I can compare and contrast the structure of multiple texts. • I can analyze how the differing structure of each text influences its meaning and style. • I can differentiate between the points of view of the characters and the audience/reader. • I can evaluate how the differing points of view of the characters and the audience (created through but not limited to dramatic irony) create tone or mood in the passage. • I can determine the author’s point of view and purpose in a text. • I can examine how the author evaluates and responds to counter arguments. • I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. • I can present a claim and acknowledge and distinguish opposing claims. • I can logically organize the reasons and evidence. • I can support claims with logical reasoning. • I can use relevant evidence from accurate, credible sources. • I can demonstrate an understanding of the topic or text. • I can utilize words, phrases, and clauses to create cohesion. • I can establish a formal style. I can maintain a formal style. • I can compose a conclusion that follows from the argument presented. • I can compose a conclusion that supports the argument presented. • I can use precise words and phrases to capture the action and convey experiences and events. • I can use relevant descriptive details to capture the action and convey experiences and events. • I can use sensory language to capture the action and convey experiences and events. • I can create a conclusion that follows from the narrated experiences or events. • I can outline a speaker’s argument and specific claims. • I can evaluate the quality of the evidence. • I can identify irrelevant evidence. • I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • I can interpret figures of speech in context. • I can use the relationship between particular words to better understand each of the words. • I can distinguish among the connotations of words with similar denotations. • I can acquire and use accurately grade appropriate general academic and domain specific words and phrases. 	<p>Close Reading Activities</p> <ul style="list-style-type: none"> • anchor texts • companion informational texts • companion literary texts <p>Short Research Projects</p> <p>1 Narrative Writings 2-3 Argumentative Writings</p> <p>Community Involvement Projects:</p> <ul style="list-style-type: none"> • Patriot’s Pen Essay • 4-H Speech <p>Assignment Portfolio</p> <p>Culminating Task</p>

8th Grade Literacy Instructional Syllabus

	<ul style="list-style-type: none"><li data-bbox="422 191 1373 248">• I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
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8th Grade Literacy Instructional Syllabus

Quarter 3

Topic/Driving Question: How do different points of view help a reader understand a historical event?		
Anchor Text	Objectives	Major Assignments
<p>Possible texts: <i>The Diary of Anne Frank</i> <i>I Am David</i> <i>Twelfth Night</i> <i>The Pearl</i></p> <p>Standards from 1st and 2nd Quarters will be reinforced. The following are focus standards for the quarter:</p> <p>RL 8.7, 8.9</p> <p>RI 8.8, 8.9</p> <p>W 8.1, 8.2, 8.6</p> <p>SL 8.2, 8.3, 8.6</p> <p>L 8.1, 8.2</p>	<ul style="list-style-type: none"> • I can analyze the similarities and the differences in a filmed or live production of a story or drama and the text or script of the production. • I can evaluate choices made by the director or actors. • I can analyze how a modern work of fiction integrates themes, patterns of events, or character types from myths, traditional stories or religious works. • I can describe how the material is rendered new. • I can evaluate the argument and specific claims in a text. • I can assess whether the argument or reasoning is sound and the evidence is relevant and sufficient in a text. • I can recognize when irrelevant evidence is introduced in a text. • I can present a claim and acknowledge and distinguish opposing claims. • I can logically organize the reasons and evidence. • I can support claims with logical reasoning. • I can use relevant evidence from accurate, credible sources. • I can demonstrate an understanding of the topic or text. • I can utilize words, phrases, and clauses to create cohesion. • I can establish a formal style. I can maintain a formal style. • I can compose a conclusion that follows from the argument presented. • I can compose a conclusion that supports the argument presented. • I can introduce a topic clearly, previewing what is to follow. • I can organize ideas, concepts, and information into broader categories. • I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • I can use technology to create and publish writing. • I can use technology to present the relationship between information and ideas efficiently. • I can use technology to interact and collaborate with others. • I can analyze the purpose of information presented in diverse media and formats. • I can evaluate the motives behind its presentation. • I can outline a speaker's argument and specific claims. • I can evaluate the quality of the evidence. • I can identify irrelevant evidence. • I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • I can explain the general function of verbals (gerunds, participles, infinitives). • I can explain the function of verbals (gerunds, participles, infinitives) in particular sentences. • I can form verbs in the active and passive voice. 	<p>Close Reading Activities</p> <ul style="list-style-type: none"> • anchor texts • companion informational texts • companion literary texts <p>Short Research Projects</p> <p>1-2 Explanatory Writings 1-2 Argumentative Writings</p> <p>Assignment Portfolio</p> <p>Culminating Task</p>

8th Grade Literacy Instructional Syllabus

	<ul style="list-style-type: none">• I can use verbs in the active and passive voice.• I can form verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.• I can use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.• I can recognize inappropriate shifts in verb voice and mood.• I can correct inappropriate shifts in verb voice and mood.• I can use punctuation (comma, ellipsis, dash) to indicate a pause or break.• I can use an ellipsis to indicate an omission.• I can spell correctly.	
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8th Grade Literacy Instructional Syllabus

Quarter 4

Topic/Driving Question: How can a fiction story help us understand world events?		
Anchor Text	Objectives	Major Assignments
<p>Possible texts: <i>The Diary of Anne Frank</i> <i>The Boy in the Striped Pajamas</i> <i>Lord of the Flies</i></p> <p>Standards from first three quarters will be reinforced. The following are focus standards for the quarter:</p> <p>W 8.3, 8.8, 8.9</p> <p>SL 8.5</p>	<ul style="list-style-type: none"> • I can use precise words and phrases to capture the action and convey experiences and events. • I can use relevant descriptive details to capture the action and convey experiences and events. • I can use sensory language to capture the action and convey experiences and events. • I can create a conclusion that follows from the narrated experiences or events. • I can compile relevant information from multiple print and digital sources using search term effectively. • I can assess the credibility and accuracy of each source. • I can quote or paraphrase material from sources while avoiding plagiarism. • I can use a standard format for citation. • I can apply grade 8 Reading standards to literature to support analysis, reflection, and research while writing. • I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 	<p>Close Reading Activities</p> <ul style="list-style-type: none"> • anchor texts • companion informational texts • companion literary texts <p>Extended Research Project</p> <p>Practice all modes of writing (timed writings)</p> <p>Assignment Portfolio</p> <p>Culminating Task</p>

Parents and student will have access to this syllabus posted on the Dickson County Schools web site.

Other possible anchor texts include those on the protected titles list for 8th grade in Dickson County: *Of Mice and Men*, *Milkweed*, *Out of the Dust*, *Out of the Silent Planet*, *The Hobbit*, *Treasure Island*, *Across Five Aprils*, *Night*.

Creek Wood High School Instructional Syllabus for English Grade 9

Quarter 1

Topic/Driving Question: Identity/What makes us who we are?		
Anchor Text	Objectives	Major Assignments
<p><i>To Kill a Mockingbird</i></p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)—RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities —RL.9-10.5(impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>3 Timed Narrative Essays—W.9-10.3 (write narrative)</p> <p>1 Timed Informational Essay—W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessments: Individual 3D-representations of personal identity to provide a synthesis of concepts and analysis completed during quarter; assessment of reading skills for anchor text</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

Parents and students will have access to this syllabus and all assignments and materials posted on Edmodo, an online platform that will be used by the entire English Department at Creek Wood High School. Students will be given the access codes during the first week of school, and a copy of those codes will be sent home to parents with all other documentation for the class.

Creek Wood High School Instructional Syllabus for English Grade 10

Driving Question: Identity/What makes us who we are?

Anchor Text	Objectives	Major Assignments
<p>Focus</p> <p>Impact of author's choices for</p> <p>1 (citing evidence)</p> <p>Impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> ● textual evidence ● analysis ● explicit statements ● inferences ● ambiguity ● narrative structure ● story elements ● credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> ● cite evidence ● analyze author's choices ● support conclusions ● infer meaning ● conduct research ● determine credibility ● write narratives ● write informational essays 	<p>Summer Reading Assessment (project)—RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities —RL.9-10.5(impact of author's choices for structure), RL.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.7(gather & integrate information; assess credibility)</p> <p>2 Timed Narrative Essays—W.9-10.3 (write narrative)</p> <p>1 Timed Informational Essay—W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter—W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use technology)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>

Assessments: Individual 3D-representations of personal identity to provide a synthesis of concepts and analysis completed at the end of each quarter; assessment of reading skills for anchor text

Ongoing Standards for Reading and Writing during Each Quarter

Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
RL/RI.9-10.1 (citing evidence) RL.9-10.3 (impact of author's choices for development)	RI.9-10.6 (author's POV and purpose) RL/RI.9-10.4 (meaning of words and phrases as used in text)	RL/RI. 9-10.9 (foundational texts and/or works of literature) RI.9-10.3 (analyze complex set of ideas & development over course of text) RL/RI 9-10.10 Read and comprehend complex literature/literacy non fiction	W.9-10.1 (write narratives) W.9-10.2 (write informative/explanatory texts)	W.9-10.4 (coherent writing) W.9-10.5 (develop and strengthen writing) W.9-10.6 (use technology)	W.9-10.7 (research)

Students will have access to this syllabus and all assignments and materials posted on Edmodo, an online platform for the entire English Department at Creek Wood High School. Students will be given the access codes during the first week of school and a copy of those codes will be sent home to parents with all other documentation for the class.

Creek Wood High School Instructional Syllabus for English Grade 11

Quarter 1

Topic/Driving Question: Identity/What makes us who we are?		
Anchor Text	Objectives	Major Assignments
<p><i>The Great Gatsby</i></p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment: (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>3 Timed Narrative Essays—W.11-12.3 (write narrative)</p> <p>1 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
Major Assessments: Individual 3D-representations of personal identity to provide a synthesis of concepts and analysis completed during quarter; assessment of reading skills for anchor text		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>RI.11-12.6 (author's POV and purpose)</p> <p>RL/RI.11-12.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.11-12.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.11-12.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.11-12.1 (write arguments)</p> <p>W.11-12.2 (write informative/explanatory texts)</p>	<p>W.11-12.4 (coherent writing)</p> <p>W.11-12.6 (use technology)</p>	<p>W.11-12.7 (short research projects)</p>

Parents and students will have access to this syllabus and all assignments and materials posted on Edmodo, an online platform that will be used by the entire English Department at Creek Wood High School. Students will be given the access codes during the first week of school, and a copy of those codes will be sent home to parents with all other documentation for the class.

Creek Wood High School Instructional Syllabus for English Grade 12

Quarter 1

Topic/Driving Question: Identity/What makes us who we are?		
Anchor Text	Objectives	Major Assignments
<p><i>Frankenstein</i></p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment: (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>2 Narrative Essays—W.11-12.3 (write narrative)</p> <p>2 Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessments: Individual 3D-representations of personal identity to provide a synthesis of concepts and analysis completed during quarter; assessment of reading skills for anchor text</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>RI.11-12.6 (author's POV and purpose)</p> <p>RL/RI.11-12.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.11-12.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.11-12.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.11-12.1 (write arguments)</p> <p>W.11-12.2 (write informative/explanatory texts)</p>	<p>W.11-12.4 (coherent writing)</p> <p>W.11-12.6 (use technology)</p>	<p>W.11-12.7 (short research projects)</p>

Parents and students will have access to this syllabus and all assignments and materials posted on Edmodo, an online platform that will be used by the entire English Department at Creek Wood High School. Students will be given the access codes during the first week of school, and a copy of those codes will be sent home to parents with all other documentation for the class.

Dickson County High School Instructional Syllabus for English Grade 10

Quarter 1

Topic/Driving Question: Truth and Lies: The Thin Line Separating Civilization, Savagery and Hypocrisy		
Anchor Text	Objectives	Major Assignments
<p>Dystopian Literature 1984</p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>3 Timed Narrative Essays—W.9-10.3 (write narrative)</p> <p>1 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
Major Assessment: Close reading and analysis of Literature, Socratic Seminars, and in-class essays.		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	RL/RI.9-10.1 (citing evidence) RL.9-10.3 (impact of author's choices for development)	RI.9-10.6 (author's POV and purpose) RL/RI.9-10.4 (meaning of words and phrases as used in text)	RL/RI.9-10.9 (foundational U.S. documents and/or works of literature) RI.9-10.3 (analyze complex set of ideas & development over course of text)	W.9-10.1 (write arguments) W.9-10.2 (write informative/explanatory texts)	W.9-10.4 (coherent writing) W.9-10.6 (use technology)	W.9-10.7 (short research projects)

Parents and students will have access to this syllabus and all assignments and materials posted on individual teacher websites. Students will be given the access codes during the first week of school, and a copy of those codes will be sent home to parents with all other documentation for the class.

Dickson County High School Instructional Syllabus for English Grade 10

Quarter 2

Topic/Driving Question: The Hero's Journey		
Anchor Text	Objectives	Major Assignments
<p><i>Greek and Roman Mythology</i></p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> • textual evidence • analysis • explicit statements • inferences • ambiguity • narrative structure • story elements • credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> • cite evidence • analyze author's choices • support conclusions • infer meaning • conduct research • determine credibility • write narratives • write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Narrative Essays—W.9-10.3 (write narrative)</p> <p>2 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of Literature, Socratic Seminars, and in-class essays.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

Parents and students will have access to this syllabus and all assignments and materials posted on individual teacher websites. Students will be given the access codes during the first week of school, and a copy of those codes will be sent home to parents with all other documentation for the class.

Dickson County High School Instructional Syllabus for English Grade 10

Quarter 3

Topic/Driving Question: The Hero's Journey		
Anchor Text	Objectives	Major Assignments
<p>Seminal Rhetorical Speeches and Essays</p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p> <p>W9-10.1(write argument to support claims)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Argumentative Essays—W.9-10.3 (write argumentative)</p> <p>2 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of Literature, Socratic Seminars, and in-class essays.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

Parents and students will have access to this syllabus and all assignments and materials posted on individual teacher websites. Students will be given the access codes during the first week of school, and a copy of those codes will be sent home to parents with all other documentation for the class.

Dickson County High School Instructional Syllabus for English Grade 10

Quarter 4

Topic/Driving Question: The Hero's Journey		
Anchor Text	Objectives	Major Assignments
<p>Julius Caesar</p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p> <p>W.9-10.1 (write argument to support claims)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Argumentative Essays—W.9-10.3 (write argumentative)</p> <p>2 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of Literature, Socratic Seminars, in-class essays and research project.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

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Dickson County High School Instructional Syllabus for English Grade 11

Quarter 1

Topic/Driving Question: National Identity/What makes us who we are?		
Anchor Text	Objectives	Major Assignments
<p>Seminal U.S. Documents</p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>3 Timed Narrative Essays—W.11-12.3 (write narrative)</p> <p>1 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
Major Assessment: Close reading and analysis of U.S. documents, Socratic Seminars, and in-class essays.		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	RL/RI.11-12.1 (citing evidence) RL.11-12.3 (impact of author's choices for development)	RI.11-12.6 (author's POV and purpose) RL/RI.11-12.4 (meaning of words and phrases as used in text)	RL/RI.11-12.9 (foundational U.S. documents and/or works of literature) RI.11-12.3 (analyze complex set of ideas & development over course of text)	W.11-12.1 (write arguments) W.11-12.2 (write informative/explanatory texts)	W.11-12.4 (coherent writing) W.11-12.6 (use technology)	W.11-12.7 (short research projects)

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Dickson County High School Instructional Syllabus for English Grade 11

Quarter 2

Topic/Driving Question: Evaluating Satire		
Anchor Text	Objectives	Major Assignments
<p><i>The Crucible</i></p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities —RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>1 Timed Narrative Essays—W.11-12.3 (write narrative)</p> <p>3 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of American social commentary texts, Socratic Seminars, and in-class small research project.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>RI.11-12.6 (author's POV and purpose)</p> <p>RL/RI.11-12.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.11-12.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.11-12.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.11-12.1 (write arguments)</p> <p>W.11-12.2 (write informative/explanatory texts)</p>	<p>W.11-12.4 (coherent writing)</p> <p>W.11-12.6 (use technology)</p>	<p>W.11-12.7 (short research projects)</p>

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Dickson County High School Instructional Syllabus for English Grade 11

Quarter 3

Topic/Driving Question: Evaluating Rhetoric		
Anchor Text	Objectives	Major Assignments
<p><i>Speeches from American Orators and Authors</i></p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p> <p>W. 11.1 Write arguments to support claims.</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity argumentative structure rhetorical structures credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write argumentative essays write informational essays 	<p>Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities —RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Argumentative Essays—W.11-12.3 (write argument)</p> <p>2 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of American rhetoric, Socratic Seminars, and multiple in class essays.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	RL/RI.11-12.1 (citing evidence) RL.11-12.3 (impact of author's choices for development)	RI.11-12.6 (author's POV and purpose) RL/RI.11-12.4 (meaning of words and phrases as used in text)	RL/RI.11-12.9 (foundational U.S. documents and/or works of literature) RI.11-12.3 (analyze complex set of ideas & development over course of text)	W.11-12.1 (write arguments) W.11-12.2 (write informative/explanatory texts)	W.11-12.4 (coherent writing) W.11-12.6 (use technology)	W.11-12.7 (short research projects)

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Dickson County High School Instructional Syllabus for English Grade 11

Quarter 4

Topic/Driving Question: Evaluating Rhetoric		
Anchor Text	Objectives	Major Assignments
<p>Career Ready Informational Texts</p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p> <p>W. 11.1 Write arguments to support claims.</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity argumentative structure rhetorical structures credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write argumentative essays write informational essays 	<p>Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>2 Career Writing Tasks—W.11-12.3 (write business report, resumé, job application, FAFSA)</p> <p>2 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of career writing and reports, research and multiple in class business-related writing assignments.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	RL/RI.11-12.1 (citing evidence) RL.11-12.3 (impact of author's choices for development)	RI.11-12.6 (author's POV and purpose) RL/RI.11-12.4 (meaning of words and phrases as used in text)	RL/RI.11-12.9 (foundational U.S. documents and/or works of literature) RI.11-12.3 (analyze complex set of ideas & development over course of text)	W.11-12.1 (write arguments) W.11-12.2 (write informative/explanatory texts)	W.11-12.4 (coherent writing) W.11-12.6 (use technology)	W.11-12.7 (short research projects)

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Dickson County High School Instructional Syllabus for English Grade 12

Quarter 1

Topic/Driving Question: The Evolution of English and storytelling		
Anchor Text	Objectives	Major Assignments
<p><i>Canterbury Tales</i></p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities —RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>3 Timed Narrative Essays—W.11-12.3 (write narrative)</p> <p>1 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
Major Assessment: Close reading and analysis of early British Literature, Socratic Seminars, and in-class essays.		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	RL/RI.11-12.1 (citing evidence) RL.11-12.3 (impact of author's choices for development)	RI.11-12.6 (author's POV and purpose) RL/RI.11-12.4 (meaning of words and phrases as used in text)	RL/RI.11-12.9 (foundational U.S. documents and/or works of literature) RI.11-12.3 (analyze complex set of ideas & development over course of text)	W.11-12.1 (write arguments) W.11-12.2 (write informative/explanatory texts)	W.11-12.4 (coherent writing) W.11-12.6 (use technology)	W.11-12.7 (short research projects)

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Dickson County High School Instructional Syllabus for English Grade 12

Quarter 2

Topic/Driving Question: The Evolution of English and storytelling		
Anchor Text	Objectives	Major Assignments
<p><i>Richard III, Macbeth or King Lear</i></p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> • textual evidence • analysis • explicit statements • inferences • ambiguity • narrative structure • story elements • credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> • cite evidence • analyze author's choices • support conclusions • infer meaning • conduct research • determine credibility • write narratives • write informational essays 	<p>Summer Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Narrative Essays—W.11-12.3 (write narrative)</p> <p>2 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
Major Assessment: Close reading and analysis of early British Literature, Socratic Seminars, and in-class essays.		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>RI.11-12.6 (author's POV and purpose)</p> <p>RL/RI.11-12.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.11-12.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.11-12.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.11-12.1 (write arguments)</p> <p>W.11-12.2 (write informative/explanatory texts)</p>	<p>W.11-12.4 (coherent writing)</p> <p>W.11-12.6 (use technology)</p>	<p>W.11-12.7 (short research projects)</p>

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Dickson County High School Instructional Syllabus for English Grade 12

Quarter 3

Topic/Driving Question: The Evolution of English and storytelling		
Anchor Text	Objectives	Major Assignments
<p>British Poetry</p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Narrative Essays—W.11-12.3 (write narrative)</p> <p>2 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
Major Assessment: Close reading and analysis of early British Literature, Socratic Seminars, and in-class essays.		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	RL/RI.11-12.1 (citing evidence) RL.11-12.3 (impact of author's choices for development)	RI.11-12.6 (author's POV and purpose) RL/RI.11-12.4 (meaning of words and phrases as used in text)	RL/RI.11-12.9 (foundational U.S. documents and/or works of literature) RI.11-12.3 (analyze complex set of ideas & development over course of text)	W.11-12.1 (write arguments) W.11-12.2 (write informative/explanatory texts)	W.11-12.4 (coherent writing) W.11-12.6 (use technology)	W.11-12.7 (short research projects)

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Dickson County High School Instructional Syllabus for English Grade 12

Quarter 4

Topic/Driving Question: The Evolution of English and storytelling		
Anchor Text	Objectives	Major Assignments
<p><i>Heart of Darkness</i></p> <p>Reading Focus Standards:</p> <p>RL.11-12.5 (impact of author's choices for structure)</p> <p>RL/RI.11-12.1 (citing evidence)</p> <p>RL.11-12.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.11-12.5 (impact of author's choices for structure), RL/RI.11-12.1 (citing evidence), RL.11-12.3 (impact of author's choices for development)</p> <p>Short Research Project—W.11-12.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Narrative Essays—W.11-12.3 (write narrative)</p> <p>2 Timed Informational Essay— W.11-12.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.11-12.3 (write narrative), W.11-12.2 (write informative/explanatory texts), W.11-12.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
Major Assessment: Close reading and analysis of early British Literature, Socratic Seminars, and in-class essays.		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	RL/RI.11-12.1 (citing evidence) RL.11-12.3 (impact of author's choices for development)	RI.11-12.6 (author's POV and purpose) RL/RI.11-12.4 (meaning of words and phrases as used in text)	RL/RI.11-12.9 (foundational U.S. documents and/or works of literature) RI.11-12.3 (analyze complex set of ideas & development over course of text)	W.11-12.1 (write arguments) W.11-12.2 (write informative/explanatory texts)	W.11-12.4 (coherent writing) W.11-12.6 (use technology)	W.11-12.7 (short research projects)

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Dickson County High School Instructional Syllabus for English Grade 9

Quarter 1

Topic/Driving Question: The Power of Words		
Anchor Text	Objectives	Major Assignments
<p><i>The Book Thief or Fahrenheit 451</i></p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>3 Timed Narrative Essays—W.9-10.3 (write narrative)</p> <p>1 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of Literature, Socratic Seminars, and in-class essays.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

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Dickson County High School Instructional Syllabus for English Grade 9

Quarter 2

Topic/Driving Question: What is Just?		
Anchor Text	Objectives	Major Assignments
<p><i>To Kill A Mockingbird</i></p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> • textual evidence • analysis • explicit statements • inferences • ambiguity • narrative structure • story elements • credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> • cite evidence • analyze author's choices • support conclusions • infer meaning • conduct research • determine credibility • write narratives • write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Narrative Essays—W.9-10.3 (write narrative)</p> <p>2 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of Literature, Socratic Seminars, and in-class essays.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

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Dickson County High School Instructional Syllabus for English Grade 9

Quarter 3

Topic/Driving Question: Justice in the World		
Anchor Text	Objectives	Major Assignments
<p>Seminal Rhetorical Speeches and Essays</p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p> <p>W9-10.1(write argument to support claims)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Argumentative Essays—W.9-10.3 (write argumentative)</p> <p>2 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of Literature, Socratic Seminars, and in-class essays.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

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Dickson County High School Instructional Syllabus for English Grade 9

Quarter 4

Topic/Driving Question:		
Anchor Text	Objectives	Major Assignments
<p><i>Romeo and Juliet</i></p> <p>Reading Focus Standards:</p> <p>RL.9-10.5 (impact of author's choices for structure)</p> <p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p> <p>W.9-10.1 (write argument to support claims)</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> textual evidence analysis explicit statements inferences ambiguity narrative structure story elements credibility <p>Students will be able to:</p> <ul style="list-style-type: none"> cite evidence analyze author's choices support conclusions infer meaning conduct research determine credibility write narratives write informational essays 	<p>Summer Reading Assessment (project)— RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Close Reading Activities –RL.9-10.5 (impact of author's choices for structure), RL/RI.9-10.1 (citing evidence), RL.9-10.3 (impact of author's choices for development)</p> <p>Short Research Project—W.9-10.8 (gather & integrate information; assess credibility)</p> <p>2 Timed Argumentative Essays—W.9-10.3 (write argumentative)</p> <p>2 Timed Informational Essay— W.9-10.2 (write informative/explanatory texts)</p> <p>Development of an essay based on writing responses throughout quarter— W.9-10.3 (write narrative), W.9-10.2 (write informative/explanatory texts), W.9-10.5 (use writing process)</p> <p>Assignment Portfolio—demonstration of all focus standards for quarter</p>
<p>Major Assessment: Close reading and analysis of Literature, Socratic Seminars, in-class essays and research.</p>		

Ongoing Standards for Reading and Writing during Each Quarter

	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Text Types & Purposes	Production & Distribution	Research
Every Quarter	<p>RL/RI.9-10.1 (citing evidence)</p> <p>RL.9-10.3 (impact of author's choices for development)</p>	<p>RI.9-10.6 (author's POV and purpose)</p> <p>RL/RI.9-10.4 (meaning of words and phrases as used in text)</p>	<p>RL/RI.9-10.9 (foundational U.S. documents and/or works of literature)</p> <p>RI.9-10.3 (analyze complex set of ideas & development over course of text)</p>	<p>W.9-10.1 (write arguments)</p> <p>W.9-10.2 (write informative/explanatory texts)</p>	<p>W.9-10.4 (coherent writing)</p> <p>W.9-10.6 (use technology)</p>	<p>W.9-10.7 (short research projects)</p>

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Other instructional resources may be accessed upon request.