

## Curriculum Map Summary

Course: English I

Course Summary:

Students will gain an understanding of the basics of the high school English curriculum. Students will participate in a study of the principles of grammar through Daily Oral Language activities, as well as an in-depth study of particular elements of grammar. Students will also learn the writing process, how to form a paragraph and a variety of essay structures. In addition, students will study many forms of literature, including the short story, the memoir, drama, and the novel. In the context of these works of literature, students will understand basic literary elements and acquire an expanded vocabulary.

Key Learning Objectives:

- ❖ Learning Basic Structures of English and Language Arts
- ❖ Writing text structures - the paragraph, narrative, argumentative, research, literary analysis, compare/contrast
- ❖ Explicit Instruction - grammar, literary devices, sentence patterns, reading, metacognition
- ❖ Literary Elements - personification, simile, metaphor, hyperbole, tone, alliteration, theme, mood
- ❖ Sentence Patterns - comma, semicolon, colon, dash usage; clauses and phrases
- ❖ High-Frequency Academic words - 100 per semester
- ❖ Writing Process Steps - brainstorm, graphic organizer, shaping sheet, rough draft, edit, revise, final
- ❖ Exposure to a variety of novels and successful experience in reading four full novels
- ❖ Read six novels independently
- ❖ Poetry analysis
- ❖ Informational text analysis

Key Learning Strategies

1. Close Read Annotation: informational text and literary text
2. Graphically organize paragraphs and essays
3. The Writing Process
4. Vocabulary analysis - graphic organizer

Units	Major Reading Pieces	Writing	Listening/Speaking
<b>Pre-assessment</b>	Respond to brief article AND complete a College Word pre-test	Respond to prompt	Following verbal directions and self-introductions
<b>Finding Common Ground</b> (Collection 1)	Novel Options: <i>Victimproof, Tuesdays with Morrie, Bird By Bird, On Writing</i>	Intro to paragraph writing. Writing an analytical essay	Present a speech
<b>The Struggle for Freedom</b> (Collection 2)	Novel Options: <i>To Kill a Mockingbird, House on Mango Street, Sold</i>	Write an argumentative essay, write a poem, write a literary analysis, compare/contrast essay	Socratic seminar discussion, cooperative learning structures
<b>The Bonds Between Us</b> (Collection 3)	Novel Options: <i>I am the Messenger, Call of the Wild, Deadline, Of Mice and Men</i>	Write a brief narrative, write a research paper, write a rumination essay	Socratic seminar discussion, cooperative learning structures
<b>A Matter of Life or Death</b> (Collection 5)	Novel Options: <i>Night, Hot Zone, House of the Scorpion, Code Talkers</i>	Write an argumentative essay; write a research paper	Socratic seminar discussion, cooperative learning structures
<b>Sweet Sorrow</b> Collection 4)	Romeo and Juliet  Novel Options: Breathing Underwater, Poe poetry	Write an analytical essay	
<b>Career Exploration</b>	AKCIS	Informative research	Formal speech utilizing Google slides

“What career best fits my strengths, interests, and personality type?”			
<b>Co-Current: Grammar</b>	Exemplars embedded within course reading selections <i>Mechanics That Sticks</i> + <i>MUG</i>	Practice with sentences and paragraphs	Cooperative learning structures
<b>Co-Current: Vocabulary Development (College Words)</b>	Embedded within course reading selections; high frequency academic words	Practice using words in context	Cooperative learning structures
<b>Co-Current: Writing</b>	Exemplars embedded within course reading selections	Writing workshop with the writing process, daily writing practice, paragraphs, informative essay, descriptive essay, narrative essay, the research essay, compare/contrast essay, literary analysis essay, argumentative essay, analytical essay, on demand-timed paragraphs	Read aloud and edit with cooperative learning structures
<b>Co-Current: Independent Reading (four books: two per semester)</b>	Student choice	Respond to One-Pager prompt in a one-page word processed document	
<b>Co-Current: Literary Elements</b>	Exemplars embedded within course reading selections	Practice crafting literary devices	Cooperative learning structures

