

Grade 9

9.1-9.3 Key ideas and details

Short stories- “The Lottery”; “Lamb to the Slaughter”; “The Cask of Amontillado”

9.4-9.6 Craft and Structure

Short stories-“The Tell-tale Heart”

9.7-9.10 Integration of Knowledge and Ideas + Range of Reading and Level of Text Complexity

Shakespeare’s *Romeo and Juliet*

Text Types and Purposes 9.1-9.10

Standards met through the writing of continuation of stories. Research and writing about puppies’ teething working with in-text citations and citing sources. Students journal daily and then choose to revise and expand an entry for Fridays. A story prompt was written into an essay using the process of drafts and revisions.

Themes of all the readings are discussed as well as point of view and complexity of characters. (*The Christmas Carol*)

Students were given a rock and asked to create a story for the rock using the elements of a story and working through the writing process.

Comprehension and Collaboration

Teacher led and student led discussions are held on Greek mythology characters. Students collaborate on creating presentations explaining real life connections to Greek mythology.

Presentation of Knowledge and Ideas

A study of ethos, pathos, and logos involves looking at various perspectives and giving one’s thoughts while listening to the thoughts of others.

Conventions of Standard English

Grammar and Composition by Houghton Mifflin series as a resource for strengthening skills of students when speaking and writing.

Knowledge of Language

Beginning research for students discussing plagiarism and how to cite sources using the latest edition of the MLA handbook and incorporating research writing as we study authors before reading stories (Ex. Why do puppies chew? ; Charles Dickens, etc.)

Vocabulary Acquisition and Use

Prestwick House *Greek and Latin Roots* series

Spelling is done using the words in the Roots series

Study of figurative language with short stories and poetry; (The Cask of Amontillado)

Modern Authors (semester class)

The following novels are used to meet the standards and benchmarks of the 9-12 grade span. Figurative language, character development, group discussions, and presentations take place as the following novels are read.

The Devil and Miss Prym connecting to the theme of each person's capabilities of good and evil

The Curious Incident of the Dog in the Nighttime looking at personal perspectives and the strength of the individual to problem solve

A Long Way Down looks at the themes of repeated violence, the circle can be broken, and how perspectives change as time passes

The Things They Carried gives a historical perspective of a time in United States history and allows a deeper dive into the events surrounding the war, as well as the thoughts and actions of participants in the battles.

English III Grades 11 and 12

Key Ideas and Details

Interpretation, Perspective and Theme as well as the development of characters in the following:

Beowulf

Macbeth

A Man Called Ove

Short stories-“*The Yellow Wallpaper*” “*The Masque of the Red Death*”

Craft and Structure

Figurative language is studied through the previously mentioned stories, such as caesura, kennings, metaphors, possible Christian influence in the case of *Beowulf*, as well as allusions and other figurative elements in the short stories.

Integration of Knowledge and Ideas

Students look at other translations of *Beowulf* and compare the idea of oral tradition and its effect on the literature itself. Writings of Dickens and Poe offer opportunities to study the culture of the times and the styles of writing.

Range of Reading and Level of Text Complexity

Through the range of literature and its time periods of *Beowulf*, *Shakespeare*, to the more modern *A Man Called Ove*, the students interpret the texts and learn the styles that the writers use to inform and entertain the readers.

Text Types and Purposes

Through the study of ethos, pathos, and logos students view the fallacies presented in advertisements. Students then write an argument following the writing process to take a stand on the prompt given.

Students research the authors of the writings studied. They also are asked to write a new conclusion for the short stories used to write a narrative. This needs to be used to create a narrative. It must be true to the story.

Production and Distribution of Writing

Students write essays on the connection between the readings done in class by Shakespeare, Dickens, etc. and real- life situations.

Research to Build and Present Knowledge

Students use primary and secondary sources to research authors. Students use media to create a podcast over traditions of the holidays.

Range of Writing

Each day students journal for a short time and then on Fridays, choose a journal to expand and submit for a grade. Research involves longer periods of research.

Comprehension and Collaboration + Presentation of Knowledge and Ideas

When reading and discussing the novel, *A Man Called Ove*, students are randomly chosen to present the information read to their peers using good qualities and skills of speakers.

Conventions of Standard English

Grammar and Composition by Houghton Mifflin series

Knowledge of Language + Vocabulary Acquisition and Use

Prestwick House *Greek and Roman Roots* series
Spelling using this series

College Composition I and II

Strategies for Successful Writing

A Rhetoric, Research Guide, Reader, and Handbook

ISBN: 978-0-13-411924-3

Authors: Reinking, James A. and Robert Von Der Osten

Publisher: Pearson

Publication Date: 2018 Edition: Eleventh

Public Speaking

Exploring Public Speaking:

The Open Educational Resource Public Speaking Textbook

Authors: Dr. Barbara G. Tucker

Edition: Version 4.1