Vocabulary Development

	English 1	English 2	English 3	English 4
	The vocabulary and literary terms and concepts are integrated into the literature and nonfiction texts that students are reading. A variety of instructional strategies are employed to introduce, practice, and master vocabulary and terms.	The vocabulary and literary terms and concepts are integrated into the literature and nonfiction texts that students are reading. A variety of instructional strategies are employed to introduce, practice, and master vocabulary and terms.	The vocabulary and literary terms and concepts are integrated into the literature and nonfiction texts that students are reading. A variety of instructional strategies are employed to introduce, practice, and master vocabulary and terms.	The vocabulary and literary terms and concepts are integrated into the literature and nonfiction texts that students are reading. A variety of instructional strategies are employed to introduce, practice, and master vocabulary and terms.
Word Analysis	Study, learn, and use the literal, connotative, and figurative meanings of words in grade level fiction and non-fiction texts.	Study, learn, and use the literal, connotative, and figurative meanings of words in grade level fiction and non-fiction texts.	Study, learn, and use the literal, connotative, and figurative meanings of words in grade level fiction and non-fiction texts.	Study, learn, and use the literal, connotative, and figurative meanings of words in grade level fiction and non-fiction texts.
Word Study	Study simple roots, prefixes, and suffixes.	Study simple roots, prefixes, and suffixes.	Study simple roots, prefixes, and suffixes.	Study simple roots, prefixes, and suffixes.
Analogies	Begin to learn the concept of analogies using words they know.	Begin to learn the concept of analogies using more complicated and abstract ideas.	Begin to learn the concept of analogies using more complicated and abstract ideas.	Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
Literary terms	While reading literature and nonfiction texts, students study and learn grade-level terms and concepts. (See attached grid.) In 9th grade, there is an emphasis on plot features.	While reading literature and nonfiction texts, students study and learn grade-level terms and concepts. (See attached grid.) In 10th grade, there is an emphasis on characterization.	While reading literature and nonfiction texts, students study and learn grade-level terms and concepts. (See attached grid.) In 11th grade, there is an emphasis on poetry terms and devices.	While reading literature and nonfiction texts, students study and learn grade-level terms and concepts. (See attached grid.)
Academic Vocabulary	Study high-incident academic vocabulary. (See attached list)	Study high-incident academic vocabulary. (See attached list)	Study high-incident academic vocabulary. (See attached list)	Study high-incident academic vocabulary. (See attached list)

Reading Comprehension

	English 1	English 2	English 3	English 4
	Students read at least six full literary works per year drawn from the core literature list and literature anthology. Short story and poetry units may substitute a core literature selection or two of the six works may be read in literature circle/book groups.	Students read at least six full literary works per year drawn from the core literature list and literature anthology. Short story and poetry units may substitute a core literature selection or two of the six works may be read in literature circle/book groups.	Students read at least six full literary works per year drawn from the core literature list and literature anthology. Short story and poetry units may substitute a core literature selection or two of the six works may be read in literature circle/book groups.	Students read at least six full literary works per year drawn from the core literature list and literature anthology. Short story and poetry units may substitute a core literature selection or two of the six works may be read in literature circle/book groups
Reading Genre	Students learn to read and recognize a variety of genres: autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising.	Students learn to read and recognize a variety of genres: autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising.	Students continue to learn to read, recognize, and understand the features of various genres in literature: autobiography, memoir, nonfiction texts, essays, poetry, drama, and to	Students continue to learn to read, recognize, and understand the features of various genres in literature: autobiography, memoir, nonfiction texts, essays, poetry, drama, and to

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
Reading Genre Cont…			analyze the organizational patterns, arguments, and positions advanced in public documents, such as policy statements, speeches, debates, and platforms.	analyze the organizational patterns, arguments, and positions advanced in public documents, such as policy statements, speeches, debates, and platforms.
Reading Strategies	Students use strategic and metacognitive strategies such as: predicting, questioning, making connections, summarizing, synthesizing, note-taking, oral discussion and debate in order to comprehend, and extend ideas presented in the text through original analysis, evaluation, and elaboration.	Students use strategic and metacognitive strategies such as: predicting, questioning, making connections, summarizing, synthesizing, note-taking, oral discussion and debate in order to comprehend, and extend ideas presented in the text through original analysis, evaluation, and elaboration.	Students use strategic and metacognitive strategies such as: predicting, questioning, making connections, summarizing, synthesizing, note-taking, oral discussion and debate in order to comprehend, and extend ideas presented in the text through original analysis, evaluation, and elaboration.	Students use strategic and metacognitive strategies such as: predicting, questioning, making connections, summarizing, synthesizing, note-taking, oral discussion and debate in order to comprehend, and extend ideas presented in the text through original analysis, evaluation, and elaboration.
Critical reading analysis	Students critique the logic of workplace and functional documents and evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence.	Students critique the logic of workplace and functional documents and evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence and the way in which the author's intent affects the structure and tone of the text.	Students critique the power, validity, and truthfulness of arguments set forth in public and documents.	Students critique the power, validity, and truthfulness of arguments set forth in public and documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims. (e.g. appeal to reason, to authority, to pathos, and emotion)

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4

Literary Response

	English 1	English 2	English 3	English 4
	Students identify various themes in literature with close attention to themes of cultural diversity, emphasizing social and personal meaning and analyze the way in which a work of literature is related to the themes and issues of its historical period.	Students identify various themes in literature with close attention to themes of cultural diversity, emphasizing social and personal meaning and analyze the way in which a work of literature is related to the themes and issues of its historical period. There is a focus on World Literature that aims to support interdisciplinary collaboration with the World History teacher.	Students analyze recognized works of American literature representing a variety of genres and traditions. English 3 traces the development of American literature from the colonial period forward and contrasts the major periods, themes, styles, and trends and describes how works by members of different cultures relate to one another in each period. Students learn to evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	Students read world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, and modern). b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings. Students analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings
Genre	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature and literary genres: fable, folk tale, proverb, tall tale, myth, novel, nonfiction, fiction	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. Examine frame story, essay, and satire.	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
Literary features and elements.	Identity and understand the primary features of a literary text: characters, plot, time sequence (including foreshadowing and flashbacks), point of view, setting, rising action, climax, falling action.	Understand the primary features of a literary text and recognize literary elements and devices including irony, narrator types, suspense, imagery, symbolism, theme, mood and tone and evaluate the aesthetic qualities of style.	Understand the primary features of a literary text and recognize poetic devices and poetry terms. Analyze the ways in which irony, understatement, hyperbole, trivialization, juxtaposition, mood, tone, diction, and syntax achieve specific rhetorical or aesthetic purposes or both.	Understand the primary features of a literary text and recognize poetic devices and poetry terms. Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
Character analysis	Analyze characters and interactions between characters and explain the way those interactions affect the plot. There is a focus on the different types of conflict.	Analyze characters and interactions between characters and explain the way those interactions affect the plot. Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy and through indirect through actions, appearance, speech,	Analyze characters and interactions between characters and explain the way those interactions affect the plot. Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy and through indirect through actions, appearance,	Analyze characters and interactions between characters and explain the way those interactions affect the plot. Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy and through indirect through actions, appearance,

	ENGLISH 1	**ENGLISH 2**	**ENGLISH 3**	**ENGLISH 4**
		thoughts, and others' reactions. Explore the differences between round vs. flat, and dynamic vs. static characters. Address the elements of the traditional hero.	speech, thoughts, and others' reactions. Explore the differences between archetypes vs. stock characters and the traditional vs. the modern hero. (Also, the anti-hero)	speech, thoughts, and others' reactions. Explore the differences between archetypes vs. stock characters and the traditional vs. the modern hero. (Also, the anti-hero)
Interpretation	Explain how voice, persona, and other language features affect characterization and the tone, plot, and credibility of a text.	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. Identify and describe the function of dialogue, scene designs, and soliloquies. Analyze a work of literature or exposition, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4

Writing and Presentation Forms and Structures:

	English 1	English 2	English 3	English 4
	Students master sentence and paragraph-level writing in addition to writing multi-paragraph essays. By the end of the year, students should be able to produce a text of at least 1,000 words (3 pages 2x-spaced 12 pt. font). Students will write at least one paper per grading period outside of class which is graded by the teacher; one assignment must include basic research techniques. Students will write at least three "on demand" in-class essays per year with an emphasis on CAHSEE writing types. Writing and speaking applications should be integrated so that students have the opportunity to orally deliver: narrative, descriptive, and expository presentations and oral responses to literature.	Students master sentence and paragraph-level writing in addition to writing multi-paragraph essays. By the end of the year, students should be able to produce a text of at least 1,000 words (3 pages 2x-spaced 12 pt. font). Students will write at least one paper per grading period outside of class which is graded by the teacher; one assignment must include basic research techniques. Students will write at least three "on demand" in-class essays per year with an emphasis on CAHSEE writing types. Writing and speaking applications should be integrated so that students have the opportunity to orally deliver persuasive presentations and oral responses to literature.	Students demonstrate control of sentence and paragraph structures. Students write reflective, interpretative, and persuasive multi-paragraph essays. By the end of the year, students should be able to produce a text of at least 1,500 words (4-5 pages 2x-spaced 12 pt. font). Students will write at least one paper per grading period outside of class which is graded by the teacher; one assignment should be an historical investigation report and must include basic research techniques. It can be integrated with an 11th grade American History assignment. Writing and speaking applications should be integrated so that students have the opportunity to deliver oral reports on historical investigations and oral responses to literature.	Students demonstrate control of sentence and paragraph structures. Students write coherent and focused essays that demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. Students use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes. By the end of the year, 12th grade students should be able to produce a text of at least 1,500 words (4-5 pages 2x-spaced 12 pt. font). Students will write at least one paper per grading period outside of class which is graded by the teacher oral argumentation and responses to literature.
Sentence level	Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts and to indicate clearly the relationship between ideas. Place modifiers properly and use the active voice. Use correct and varied sentence types and sentence openings to present a lively and effective personal style. Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). Demonstrate an understanding of sentence structure.		
Paragraph level	Students learn the architecture of paragraphs (topic sentence, evidence,	Students learn the architecture of paragraphs (topic sentence, evidence, analysis.)		

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
	analysis.) Students examine models of coordinate, subordinate, and mixed sequence paragraphs that serve as a basis for generating ideas for effective composition and revision.	Students examine models of coordinate, subordinate, and mixed sequence paragraphs that serve as a basis for generating ideas for effective composition and revision.		
Multi-paragraph personal narrative writing to reflective writing	**Personal Narrative:** Establishes a situation, plot, point of view, setting, and the significance of the events. Includes sensory details and concrete language to develop setting, plot, and characters. Uses a range of strategies such as dialogue, suspense, naming, pacing, and specific additions, e.g. movement, gestures, expression. Excludes unnecessary details and inconsistencies.	**Biographical Narrative:** Establishes a situation, plot, point of view, setting, and the significance of the events and of conclusions that can be drawn from those events. Includes sensory details and concrete language to develop setting, plot, and characters. Uses a range of strategies such as dialogue, suspense, naming, pacing, and specific additions, e.g. movement, gestures, expression. Excludes unnecessary details and inconsistencies Deals with factual events which are presented in a logical arrangement that makes the writer's intention clear.	**Reflective:** Explains the significance of some experiences, events, conditions, or concerns. The body paragraphs draw comparisons and relationships between the writer's personal experiences or beliefs and universal themes. The body paragraphs maintain a balance in describing personal experiences and beliefs and discussing general and abstract ideas. Creates a structure appropriate to purpose and audience Uses a variety of writing strategies such as describing concrete details, comparing and contrasting, and creating a scenario. Writer pays close attention to tone and utilizes literacy devices such as metaphor and analogy to persuade reader.	**Reflective:** Explains the significance of some experiences, events, conditions, or concerns. The body paragraphs draw comparisons and relationships between the writer's personal experiences or beliefs and universal themes. The body paragraphs maintain a balance in describing personal experiences and beliefs and discussing general and abstract ideas. Creates a structure appropriate to purpose and audience Uses a variety of writing strategies such as describing concrete details, comparing and contrasting, and creating a scenario. Writer pays close attention to tone and utilizes literacy devices such as metaphor and analogy to persuade reader.
Multi-paragraph Response to Literature or expository text	Introduction includes summary of significant ideas in literary work or expository text. Body paragraphs (3-4) include accurate and detailed reference to textual evidence and maintain a consistent tone and focus. Writing includes an awareness of author's stylistic and literary devices and demonstrates a clear sense of audience. Writing includes an interpretation and analysis of themes, symbols, and textual nuances and complexities. Conclusion restates and extends thesis	Introduction includes summary of significant ideas in literary work or expository text. Body paragraphs (3-4) include accurate and detailed reference to textual evidence and maintain a consistent tone and focus. Writing includes an awareness of author's stylistic and literary devices and demonstrates a clear sense of audience. Writing includes an interpretation and analysis of themes, symbols, and textual nuances and complexities. Conclusion restates and extends thesis.	**Interpretation:** Introduction includes summary of significant ideas in literary work or expository text. Body paragraphs (5+) include accurate and detailed reference to textual evidence and maintain a consistent tone and focus. Writing includes an awareness of author's stylistic and literary devices and demonstrates a clear sense of audience. Writing includes an interpretation and analysis of themes, symbols, and textual nuances and complexities. Conclusion restates and extends thesis.	**Interpretation:** Introduction includes summary of significant ideas in literary work or expository text. Body paragraphs (5+) include accurate and detailed reference to textual evidence and maintain a consistent tone and focus. Writing includes an awareness of author's stylistic and literary devices and demonstrates a clear sense of audience. Writing includes an interpretation and analysis of themes, symbols, and textual nuances and complexities. Conclusion restates and extends thesis.

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
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Multi-paragraph expository essay (i.e. evaluation, definition, or process essay)	Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. The writing establishes a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. Develop the main ideas within the body of the essay through supporting evidence.		**Historical Investigation Report:** Use the research techniques to locate sources of information; take notes on topic (paraphrasing and summarizing) Use notes to organize and write a report of information. Appropriate conventions for citing sources (footnotes and bibliography) are used. Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources. Integrate quotations and citations into a written text while maintaining the flow of ideas. Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium Understand the issues of plagiarism and how to avoid them.	**Senior Project**
Multi-paragraph persuasive essay		Introduction includes thesis and background information. Body paragraphs (3-4) with supporting evidence, include examples, counter-arguments, and explain how evidence supports thesis. Incorporate the use of transitional words (although, however, despite, ect…) Conclusion restates and extends thesis. In persuasive presentations, recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.	**Multi-paragraph Point of view or Essay of Argumentation** Introduction includes thesis and background information. Body paragraphs (5+) with supporting evidence, include examples, counter-arguments, and explain how evidence supports thesis. Incorporate the use of transitional words (although, however, despite, ect…) Conclusion restates and extends thesis. In persuasive presentations, recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.	**Multi-paragraph Point of view or Essay of Argumentation** Introduction includes thesis and background information. Body paragraphs (5+) with supporting evidence, include examples, counter-arguments, and explain how evidence supports thesis. Incorporate the use of transitional words (although, however, despite, ect…) Conclusion restates and extends thesis. In persuasive presentations, recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
Business and Workplace Writing	**Business Letter:** Introduction includes clear and purposeful information and intended audience is addressed appropriately. Use of appropriate tone, vocabulary, and style to address intended audience. The closing highlights the central idea (complaint, recommendation…) Conventional style and format.	**Procedural Manual** Convey ideas clearly and logically. Give detailed and accurate specifications. Include scenarios, definitions, and examples to aid comprehension. Anticipate readers' problems, mistakes, and misunderstandings.	**Job Applications and Application letter:** Letters include an introduction with clear and purposeful information. The intended audience is addressed appropriately. Letters include a well-developed beginning, middle, and end. The closing highlights the central idea (e.g., interest and contact information.) Use of appropriate tone, vocabulary, and style to address intended audience and uses direct, plain language to make meaning clear. Conventional style and format for that type of document (e.g., resume, memorandum.)	**Résumés, Letter of Interest:** Letters include an introduction with clear and purposeful information. The intended audience is addressed appropriately. Letters include a well-developed beginning, middle, and end. The closing highlights the central idea (e.g., interest and contact information.) Use of appropriate tone, vocabulary, and style to address intended audience and uses direct, plain language to make meaning clear. Conventional style and format for that type of document (e.g., resume, memorandum.)
One essay a year will use research methods	Use the research techniques to locate sources of information; take notes on topic (paraphrasing and summarizing) Use notes to organize and write a report of information. Appropriate conventions for citing sources (footnotes and bibliography) are used. Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources. Integrate quotations and citations into a written text while maintaining the flow of ideas. Understand the issues of plagiarism and how to avoid them. Apply appropriate interviewing techniques: Prepare and ask relevant questions. Make notes of responses. Use language that conveys maturity, sensitivity, and respect. Respond correctly and effectively to	Use the research techniques to locate sources of information; take notes on topic (paraphrasing and summarizing) Use notes to organize and write a report of information. Appropriate conventions for citing sources (footnotes and bibliography) are used. Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources. Integrate quotations and citations into a written text while maintaining the flow of ideas. Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium Understand the issues of plagiarism and how to avoid them. Apply appropriate interviewing techniques: Prepare and ask relevant questions. Make notes of responses.	Use the research techniques to locate sources of information; take notes on topic (paraphrasing and summarizing) Use notes to organize and write a report of information. Appropriate conventions for citing sources (footnotes and bibliography) are used. Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources. Integrate quotations and citations into a written text while maintaining the flow of ideas. Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium Understand the issues of plagiarism and how to avoid them.	Integrate research methods into Senior Project

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
	questions. Demonstrate knowledge of the subject or organization. Compile and report responses. Evaluate the effectiveness of the interview.	Use language that conveys maturity, sensitivity, and respect. Respond correctly and effectively to questions. Demonstrate knowledge of the subject or organization. Compile and report responses. Evaluate the effectiveness of the interview.		

Writing Strategies

	English 1	English 2	English 3	English 4
Daily Writing	To develop fluency and stamina, students practice writing daily and write on many topics that allow them to make personal connections. Students develop their own voice and sense of audience. Attention is paid to developing students' self-concept as writers. Students participate in meta-cognitive reflection about their writing process and their own growth as writers. Writing folders are maintained in classrooms in order to capture and assess the body of student work.	To develop fluency and stamina, students practice writing daily and write on many topics that allow them to make personal connections. Students develop their own voice and sense of audience. Attention is paid to developing students' self-concept as writers. Students participate in meta-cognitive reflection about their writing process and their own growth as writers. Writing folders are maintained in classrooms in order to capture a body of student.	To develop fluency and stamina, students practice writing daily and write on many topics that allow them to make personal connections. Students develop their own voice and sense of audience. Attention is paid to developing students' self-concept as writers. Students participate in meta-cognitive reflection about their writing process and their own growth as writers. Writing folders are maintained in classrooms in order to capture a body of student.	To develop fluency and stamina, students practice writing daily and write on many topics that allow them to make personal connections. Students develop their own voice and sense of audience. Attention is paid to developing students' self-concept as writers. Students participate in meta-cognitive reflection about their writing process and their own growth as writers. Writing folders are maintained in classrooms in order to capture a body of student work.
Style	Students learn to use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Students learn to use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Students learn to use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice and use language in natural, fresh, and vivid ways to establish a specific tone. Students learn to enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.	Students learn to use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice and use language in natural, fresh, and vivid ways to establish a specific tone. Students learn to enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

	ENGLISH 1	**ENGLISH 2**	**ENGLISH 3**	**ENGLISH 4**
Writing Process	Understand and apply the stages of the writing process including: prewriting, drafting, revising, editing, publishing and evaluate the writings of self and others using appropriate rubrics. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	Understand and apply the stages of the writing process including: prewriting, drafting, revising, editing, publishing and evaluate the writings of self and others using appropriate rubrics. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	Understand and apply the stages of the writing process including: prewriting, drafting, revising, editing, publishing and evaluate the writings of self and others using appropriate rubrics. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	Understand and apply the stages of the writing process including: prewriting, drafting, revising, editing, publishing and evaluate the writings of self and others using appropriate rubrics. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
Presentation	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. Design and publish documents by using advanced publishing software and graphic programs.	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. Design and publish documents by using advanced publishing software and graphic programs.	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. Design and publish documents by using advanced publishing software and graphic programs.	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. Design and publish documents by using advanced publishing software and graphic programs.
Multi-Media Presentation			Students combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD- ROMs, the Internet, electronic media-generated images).	Students combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD- ROMs, the Internet, electronic media-generated images).

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4

Written and Oral Language Conventions:

	English 1	English 2	English 3	English 4
	Attention to the standards of academic English is on-going and should be measured in the context of students' speaking and writing. The teacher correction of errors should be focused and limited to one or two conventions at a time. Students should be taught to proofread and edit.	Attention to the standards of academic English is on-going and should be measured in the context of students' speaking and writing. The teacher correction of errors should be focused and limited to one or two conventions at a time. Students should be taught to proofread and edit.	Attention to the standards of academic English is on-going and should be measured in the context of students' speaking and writing. The teacher correction of errors should be focused and limited to one or two conventions at a time. Students should be taught to proofread and edit. Students should demonstrate an understanding of Academic English and control of grammar and use correct punctuation, spelling, and capitalization.	Attention to the standards of academic English is on-going and should be measured in the context of students' speaking and writing. The teacher correction of errors should be focused and limited to one or two conventions at a time. Students should be taught to proofread and edit. Students should demonstrate an understanding of Academic English and control of grammar and use correct punctuation, spelling, and capitalization.
Grammar	Review grammar standards of prior grades: Identify and use regular and irregular verbs, adverbs, prepositions, modifiers, pronouns, and coordinating conjunctions in writing and speaking. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. Identify and use infinitives and participles and make clear references between pronouns and antecedents. Identify all parts of speech and types and structure of sentences.	Review grammar standards of prior grades: Identify and use regular and irregular verbs, adverbs, prepositions, modifiers, pronouns, and coordinating conjunctions in writing and speaking. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. Identify and use infinitives and participles and make clear references between pronouns and antecedents. Identify all parts of speech and types and structure of sentences.		
Punctuation	Review punctuation standards of prior grades: Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. Identify hyphens, dashes, brackets, and semicolons and use them correctly.	Use of semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. Identify hyphens, dashes, brackets, and semicolons and use them correctly.		
Capitalization	Review capitalization standards of prior grades: Capitalize geographical names, holidays, historical periods, and special			

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
	events, names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.			
Spelling	Review and practice the patterns of spelling (i.e. I before E and when to double the final consonant when adding a suffix.)			

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4

Listening and Speaking Strategies and Applications:

	English 1	English 2	English 3	English 4
	Listening and speaking applications should be taught in conjunction with reading comprehension, literary response, and writing applications.	Listening and speaking applications should be taught in conjunction with reading comprehension, literary response, and writing applications.	Listening and speaking applications should be taught in conjunction with reading comprehension, literary response, and writing applications.	Listening and speaking applications should be taught in conjunction with reading comprehension, literary response, and writing applications.
Comprehension	Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. Compare and contrast the ways in which media genres cover the same event.	Recognize strategies used by the media to inform, persuade, entertain, and transmit culture. Analyze the impact of the media on the democratic process at the local, state, and national levels. Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers	Recognize strategies used by the media to inform, persuade, entertain, and transmit culture. Analyze the impact of the media on the democratic process at the local, state, and national levels. Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers
Organization and Delivery	Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause. Choose appropriate techniques for developing the introduction and conclusion. Present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance. Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. Produce concise notes for extemporaneous delivery.	Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause. Choose appropriate techniques for developing the introduction and conclusion. Present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance. Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. Produce concise notes for extemporaneous delivery.	Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. Distinguish between and use various forms of classical and contemporary logical arguments, including: c. Inductive and deductive reasoning d. Syllogisms and analogies Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. Use effective and interesting language, including:

	ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
				d. Informal expressions for effect e. Standard American English for clarity f. Technical language for specificity Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. Evaluate when to use different kinds of effects create effective productions
Analysis and Evaluation of Oral and Media	Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax. Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic. Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them.	Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. Identify logical fallacies used in oral addresses Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness	Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. Identify logical fallacies used in oral addresses Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness
Recitation			Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").	Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").