

HIGH SCHOOL

ENGLISH

SCOPE AND SEQUENCE

ENGLISH I

ENGLISH II

ENGLISH III

ENGLISH IV

English I

First Six Weeks :: The student is expected to...

- demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.[3.B]
- compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.[3.C]
- use writing to discover, organize, and support what is known and what needs to be learned about a topic.[4.B]
- use writing as a study tool to clarify and remember information.[4.E]
- evaluate writing for both mechanics and content.[5.A]
- expand vocabulary through wide reading, listening, and discussing.[6.A]
- apply meanings of prefixes, roots, and suffixes in order to comprehend.[6.C]
- identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.[6.F]
- use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.[7.I]
- read silently with comprehension for a sustained period of time.[7.J]
- formulate and provide effective verbal and nonverbal feedback.[14.D]
- listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts.[15.A]
- use the conventions of oral language effectively.[16.A]
- prepare, organize, and present a variety of informative messages effectively.[16.C]
- use effective verbal and nonverbal strategies in presenting oral messages.[16.D]
- ask clear questions for a variety of purposes and respond appropriately to the questions of others.[16.E]
- make relevant contributions in conversations and discussions.[16.F]
- analyze relationships, ideas, and cultures as represented in various media.[19.B]
- distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.[19.C]
- use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.[21.B]

Second Six Weeks :: The student is expected to...

- produce error-free writing in the final draft.[3.D]
- use writing to formulate questions, refine topics, and clarify ideas.[4.A]
- compile information from primary and secondary sources in systematic ways using available technology.[4.C]
- represent information in a variety of ways such as graphics, conceptual maps, and learning logs.[4.D]
- compile written ideas and representations into reports, summaries, or other formats and draw conclusions.[4.F]
- analyze strategies that writers in different fields use to compose.[4.G]
- establish a purpose for reading such as to discover, interpret, and enjoy.[7.A]
- draw upon his/her own background to provide connection to texts.[7.B]
- monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.[7.C]
- read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.[8.A]
- recognize distinctive and shared characteristics of cultures through reading.[9.A]
- analyze the relevance of setting and time frame to text's meaning.[11.B]
- analyze characters and identify time and point of view.[11.C]
- locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet.[13.B]
- organize and convert information into different forms such as charts, graphs, and drawings.[13.C]
- adapt researched material for presentation to different audiences and for different purposes, and cite sources completely.[13.D]
- draw conclusions from information gathered.[13.E]
- focus attention on the speaker's message.[14.A]
- use knowledge of language and develop vocabulary to interpret accurately the speaker's message.[14.B]
- make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays.[18.A]

English I

Third Six Weeks :: The student is expected to...

- produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses.[3.A]
- respond productively to peer review of his/her own work.[5.B]
- rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.[6.B]
- construct images such as graphic organizers based on text descriptions and text structures.[7.D]
- analyze text structures such as compare and contrast, cause and effect, and chronological ordering.[7.E]
- read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.[8.B]
- compare text events with his/her own and other readers' experiences.[9.B]
- recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning.[11.G]
- understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.[11.H]
- choose valid evidence, proofs, or examples to support claims.[17.B]
- use appropriate and effective appeals to support points or claims.[17.C]
- evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.[20.C]
- recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.[20.D]
- recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.[20.E]
- compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.[20.F]

Fourth Six Weeks :: The student is expected to...

- organize ideas in writing to ensure coherence, logical progression, and support for ideas.[1.C]
- use prewriting strategies to generate ideas, develop voice, and plan.[2.A]
- develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.[2.B]
- proofread writing for appropriateness of organization, content, style, and conventions.[2.C]
- identify main ideas and their supporting details.[7.F]
- summarize texts.[7.G]
- draw inferences such as conclusions, generalizations, and predictions and support them from text.[7.H]
- read world literature, including classic and contemporary works.[8.C]
- interpret the possible influences of the historical context on a literary work.[8.D]
- respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations.[10.A]
- analyze characteristics of text, including its structure, word choices, and intended audience.[12.A]
- analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.[12.D]
- generate relevant, interesting, and researchable questions.[13.A]
- examine the effect of media on constructing his/her own perception of reality.[21.A]
- use a range of techniques to plan and create a media text and reflect critically on the work produced.[21.C]

English I

Fifth Six Weeks :: The student is expected to...

- refine selected pieces frequently to publish for general and specific audiences.[2.D]
- use technology for aspects of creating, revising, editing, and publishing.[2.E]
- use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage.[6.E]
- use elements of text to defend his/her own responses and interpretations.[10.B]
- monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding.[14.C]
- identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.[15.B]
- evaluate informative and persuasive presentations of peers, public figures, and media presentations.[15.C]
- evaluate artistic performances of peers, public presenters, and media presentations.[15.D]
- use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.[15.E]
- use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.[16.B]
- use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.[17.D]
- create media products to include a billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences.[21.D]
- create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.[21.E]

Sixth Six Weeks :: The student is expected to...

- write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories.[1.A]
- write in a voice and style appropriate to audience and purpose.[1.B]
- research word origins, including Anglo-Saxon, Latin, and Greek words.[6.D]
- compare reviews of literature, film, and performance with his/her own responses.[10.C]
- recognize the theme (general observation about life or human nature) within a text.[11.A]
- identify basic conflicts.[11.D]
- analyze the development of plot in narrative text.[11.E]
- recognize and interpret important symbols.[11.F]
- evaluate the credibility of information sources and determine the writer's motives.[12.B]
- analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction.[12.C]
- present and advance a clear thesis and support the major thesis with logical points or arguments.[17.A]
- analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.[18.B]
- describe how meanings are communicated through elements of design, including shape, line, color, and texture. [19.A]
- investigate the source of a media presentation or production such as who made it and why it was made.[20.A]
- deconstruct media to get the main idea of the message's content.[20.B]

English II

First Six Weeks :: The student is expected to...

- write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories.[1.A]
- write in a voice and a style appropriate to audience and purpose.[1.B]
- organize ideas in writing to ensure coherence, logical progression, and support for ideas.[1.C]
- use prewriting strategies to generate ideas, develop voice, and plan.[2.A]
- refine selected pieces frequently to publish for general and specific audiences.[2.D]
- represent information in a variety of ways such as graphics, conceptual maps, and learning logs.[4.D]
- use writing as a study tool to clarify and remember information.[4.E]
- expand vocabulary through wide reading, listening, and discussing.[6.A]
- apply meanings of prefixes, roots, and suffixes in order to comprehend.[6.C]
- monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning.[7.C]
- construct images such as graphic organizers based on text descriptions and text structures.[7.D]
- produce summaries of texts by identifying main ideas and their supporting details.[7.F]
- compare text events with his/her own and other readers' experiences.[9.B]
- compare and contrast varying aspects of texts such as themes, conflicts, and allusions.[11.A]
- analyze relevance of setting and time frame to text's meaning.[11.B]
- describe and analyze the development of plot and identify conflicts and how they are addressed and resolved. [11.C]
- draw conclusions from information gathered.[13.E]
- focus attention, interpret, respond, and evaluate speaker's message.[14.A]
- ask clear questions for a variety of purposes and respond appropriately to the questions of others.[16.E]
- make relevant contributions in conversations and discussions.[16.F]

Second Six Weeks :: The student is expected to...

- develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.[2.B]
- proofread writing for appropriateness of organization, content, style, and conventions.[2.C]
- produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses.[3.A]
- produce error-free writing in the final draft.[3.D]
- evaluate writing for both mechanics and content.[5.A]
- respond productively to peer review of his/her own work.[5.B]
- rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.[6.B]
- analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding.[7.E]
- draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.[7.G]
- use elements of text to defend his/her own responses and interpretations.[10.B]
- connect literature to historical contexts, current events, and his/her own experiences.[11.E]
- distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.[19.C]

Third Six Weeks :: The student is expected to...

- use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.[7.H]
- demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.[3.B]
- research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.[6.D]
- use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage.[6.E]
- discriminate between connotative and denotative meanings and interpret the connotative power of words.[6.F]
- read silently with comprehension for a sustained period of time.[7.I]

English II

- read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.[8.A]
- interpret the possible influences of the historical context on a literary work.[8.D]
- recognize distinctive and shared characteristics of cultures through reading.[9.A]
- analyze the melodies of literary language, including its use of evocative words and rhythms.[11.D]
- recognize logical, deceptive, and/or faulty modes of persuasion in texts.[12.C]
- make valid interpretations of a variety of literary texts.[18.A]
- justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text.[18.B]
- present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.[18.C]
- describe how meanings are communicated through elements of design such as shape, line, color, and texture. [19.A]
- investigate the source of a media presentation or production such as who made it and why it was made.[20.A]
- deconstruct media to get the main idea of the message's content.[20.B]
- evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.[20.C]

Fourth Six Weeks :: The student is expected to...

- compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.[3.C]
- analyze strategies that writers in different fields use to compose.[4.G]
- read and understand analogies.[6.G]
- respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments.[10.A]
- analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.[12.A]
- evaluate the credibility of information sources, including how the writer's motivation may affect that credibility. [12.B]
- engage in critical, empathic, appreciative, and reflective listening.[14.B]
- use the conventions of oral language effectively.[16.A]
- use language and rhetorical strategies skillfully in informative and persuasive messages.[17.D]
- analyze relationships, ideas, and cultures as represented in various media.[19.B]

Fifth Six Weeks :: The student is expected to...

- use technology for aspects of creating, revising, editing, and publishing texts.[2.E]
- compare reviews of literature, film, and performance with his/her own responses.[10.C]
- identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.[15.B]
- evaluate informative and persuasive presentations of peers, public figures, and media presentations.[15.C]
- evaluate artistic performances of peers, public presenters, and media presentations.[15.D]
- use feedback to evaluate his/her own effectiveness and set goals for future presentations.[15.E]
- use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.[16.B] • prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion.[16.C]
- use effective verbal and nonverbal strategies in presenting oral messages.[16.D]
- use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact.[17.E]
- make informed, accurate, truthful, and ethical presentations.[17.F]
- recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.[20.D]
- recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.[20.E]
- compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.[20.F]
- examine the effect of media on constructing his/her own perception of reality.[21.A]

English II

Sixth Six Weeks :: The student is expected to...

- use writing to formulate questions, refine topics, and clarify ideas.[4.A]
- use writing to discover, organize, and support what is known and what needs to be learned about a topic.[4.B]
- compile information from primary and secondary sources in systematic ways using available technology.[4.C]
- compile written ideas and representations into reports, summaries, or other formats and draw conclusions.[4.F]
- establish a purpose for reading such as to discover, interpret, and enjoy.[7.A]
- draw upon his/her own background to provide connection with texts.[7.B]
- read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.[8.B]
- read world literature, including classic and contemporary works.[8.C]
- understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.[11.F]
- generate relevant, interesting, and researchable questions.[13.A]
- locate appropriate print and non-print information using text and technical resources, including databases and the Internet.[13.B]
- use text organizers such as overviews, headings, and graphic features to locate and categorize information. [13.C]
- produce reports and research projects in varying forms for audiences.[13.D]
- listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts.[15.A]
- present and advance a clear thesis and logical points, claims, or arguments to support messages.[17.A]
- choose valid proofs from reliable sources to support claims.[17.B]
- use appropriate appeals to support claims and arguments.[17.C]
- use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.[21.B]
- use a range of techniques to plan and create a media text and reflect critically on the work produced.[21.C]
- create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences.[21.D]
- create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.[21.E]

English II

First Six Weeks :: The student is expected to...

- write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories.[1.A]
- write in a voice and a style appropriate to audience and purpose.[1.B]
- organize ideas in writing to ensure coherence, logical progression, and support for ideas.[1.C]
- use prewriting strategies to generate ideas, develop voice, and plan.[2.A]
- refine selected pieces frequently to publish for general and specific audiences.[2.D]
- represent information in a variety of ways such as graphics, conceptual maps, and learning logs.[4.D]
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- compare and contrast varying aspects of texts such as themes, conflicts, and allusions.[11.A]
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- draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.[7.G]
- use elements of text to defend his/her own responses and interpretations.[10.B]
- connect literature to historical contexts, current events, and his/her own experiences.[11.E]
- distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.[19.C]

Third Six Weeks :: The student is expected to...

- use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.[7.H]
- demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.[3.B]
- research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.[6.D]
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- discriminate between connotative and denotative meanings and interpret the connotative power of words.[6.F]
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English II

- read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.[8.A]
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Fifth Six Weeks :: The student is expected to...

- use technology for aspects of creating, revising, editing, and publishing texts.[2.E]
- compare reviews of literature, film, and performance with his/her own responses.[10.C]
- identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.[15.B]
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- use effective verbal and nonverbal strategies in presenting oral messages.[16.D]
- use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact.[17.E]
- make informed, accurate, truthful, and ethical presentations.[17.F]
- recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.[20.D]
- recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.[20.E]
- compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.[20.F]
- examine the effect of media on constructing his/her own perception of reality.[21.A]

English II

Sixth Six Weeks :: The student is expected to...

- use writing to formulate questions, refine topics, and clarify ideas.[4.A]
- use writing to discover, organize, and support what is known and what needs to be learned about a topic.[4.B]
- compile information from primary and secondary sources in systematic ways using available technology.[4.C]
- compile written ideas and representations into reports, summaries, or other formats and draw conclusions.[4.F]
- establish a purpose for reading such as to discover, interpret, and enjoy.[7.A]
- draw upon his/her own background to provide connection with texts.[7.B]
- read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.[8.B]
- read world literature, including classic and contemporary works.[8.C]
- understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.[11.F]
- generate relevant, interesting, and researchable questions.[13.A]
- locate appropriate print and non-print information using text and technical resources, including databases and the Internet.[13.B]
- use text organizers such as overviews, headings, and graphic features to locate and categorize information. [13.C]
- produce reports and research projects in varying forms for audiences.[13.D]
- listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts.[15.A]
- present and advance a clear thesis and logical points, claims, or arguments to support messages.[17.A]
- choose valid proofs from reliable sources to support claims.[17.B]
- use appropriate appeals to support claims and arguments.[17.C]
- use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.[21.B]
- use a range of techniques to plan and create a media text and reflect critically on the work produced.[21.C]
- create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences.[21.D]
- create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.[21.E]

English III

First Six Weeks :: The student is expected to...

- write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resum.[1.A]
- write in a voice and style appropriate to audience and purpose.[1.B]
- organize ideas in writing to ensure coherence, logical progression, and support for ideas.[1.C]
- use prewriting strategies to generate ideas, develop voice, and plan.[2.A]
- frequently refine selected pieces to publish for general and specific audiences.[2.D]
- represent information in a variety of ways such as graphics, conceptual maps, and learning logs.[4.D]
- use writing as a study tool to clarify and remember information.[4.E]
- apply meanings of prefixes, roots, and suffixes in order to comprehend.[6.C]
- use praise and suggestions of others to improve his/her own communication.[16.C]

Second Six Weeks :: The student is expected to...

- develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.[2.B]
- proofread writing for appropriateness of organization, content, style, and conventions.[2.C]
- produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses.[3.A]
- produce error-free writing in the final draft.[3.D]
- evaluate writing for both mechanics and content.[5.A]
- construct images such as graphic organizers based on text descriptions and text structures.[7.D]
- compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts. [11.A]
- describe how meanings are communicated through elements of design, including shape, line, color, and texture. [19.A]

Third Six Weeks :: The student is expected to...

- demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.[3.B]
- research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.[6.D]
- discriminate between connotative and denotative meanings and interpret the connotative power of words.[6.F]
- analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding.[7.E]
- produce summaries of texts by identifying main ideas and their supporting details.[7.F]
- draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.[7.G]
- read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.[8.A]
- analyze relevance of setting and time frame to text's meaning.[11.B]
- understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.[11.F]
- recognize logical, deceptive, and/or faulty modes of persuasion in texts.[12.C]
- apply valid criteria to analyze, evaluate, and critique informative and persuasive messages.[16.A]
- apply valid criteria to analyze, evaluate, and critique literary performances.[16.B]
- distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.[19.C]
- recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.[20.D]

English III

Fourth Six Weeks :: The student is expected to...

- compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.[3.C]
- analyze strategies that writers in different fields use to compose.[4.G]
- read and understand analogies.[6.G]
- recognize distinctive and shared characteristics of cultures through reading.[9.A]
- respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays.[10.A]
- evaluate the credibility of information sources, including how the writer's motivation may affect that credibility. [12.B]
- locate appropriate print and non-print information using text and technical resources, including databases and the Internet.[13.B]
- use text organizers such as overviews, headings, and graphic features to locate and categorize information. [13.C]
- demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding.[14.A]
- make relevant contributions in conversations and discussions.[15.F]
- identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.[16.D]
- make valid interpretations of a variety of literary texts.[18.A]
- investigate the source of a media presentation or production such as who made it and why it was made.[20.A]
- deconstruct media to get the main idea of the message's content.[20.B]
- evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.[20.C]
- recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.[20.E]

Fifth Six Weeks :: The student is expected to...

- use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).[3.E]
- use writing to formulate questions, refine topics, and clarify ideas.[4.A]
- use writing to discover, organize, and support what is known and what needs to be learned about a topic.[4.B]
- compile information from primary and secondary sources in systematic ways using available technology.[4.C]
- respond productively to peer review of his/her own work.[5.B]
- expand vocabulary through wide reading, listening, and discussing.[6.A]
- rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary.[6.B]
- use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.[6.E]
- establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.[7.A]
- use study strategies such as note taking, outlining, and using study-guide questions to better understand texts. [7.H]
- analyze the melodies of literary language, including its use of evocative words and rhythms.[11.D]
- produce reports and research projects in varying forms for audiences.[13.D]
- ask clear questions for a variety of purposes and respond appropriately to the questions of others.[15.E]
- examine the effect of media on constructing his/her own perception of reality.[21.A]
- use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.[21.B]
- create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences.[21.D]

English III

Sixth Six Weeks :: The student is expected to...

- use technology for aspects of creating, revising, editing, and publishing texts.[2.E]
- compile written ideas and representations into reports, summaries, or other formats and draw conclusions.[4.F]
- draw upon his/her own background to provide connection to texts.[7.B]
- monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning.[7.C]
- read silently with comprehension for a sustained period of time.[7.I]
- read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.[8.B]
- read American and other world literature, including classic and contemporary works.[8.C]
- interpret the possible influences of the historical context on literary works.[8.D]
- compare text events with his/her own and other readers' experiences.[9.B]
- use elements of text to defend, clarify, and negotiate responses and interpretations.[10.B]
- analyze written reviews of literature, film, and performance to compare with his/her own responses.[10.C]
- describe the development of plot and identify conflicts and how they are addressed and resolved.[11.C]
- connect literature to historical contexts, current events, and his/her own experiences.[11.E]
- analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.[12.A]
- generate relevant, interesting, and researchable questions.[13.A]
- draw conclusions from information gathered.[13.E]
- use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies.[14.B]
- demonstrate proficiency in critical, empathic, appreciative, and reflective listening.[14.C]
- use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.[14.D]
- use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.[14.E]
- use the conventions of oral language effectively.[15.A]
- use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.[15.B]
- communicate effectively in conversations and group discussions while problem solving, and planning.[15.C]
- use effective verbal and nonverbal strategies in presenting oral messages.[15.D]
- present and advance a clear thesis and logical points, claims, or arguments to support messages.[17.A]
- choose valid proofs from reliable sources to support claims.[17.B]
- use appropriate appeals to support claims and arguments.[17.C]
- use language and rhetorical strategies skillfully in informative and persuasive messages.[17.D]
- make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact.[17.E]
- make informed, accurate, truthful, and ethical presentations.[17.F]
- justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text.[18.B]
- present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.[18.C]
- compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.[20.F]
- use a range of techniques to plan and create a media text and reflect critically on the work produced.[21.C]
- create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.[21.E]

English IV

First Six Weeks :: The student is expected to...

- produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses.[3.A]
- demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.[3.B]
- compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.[3.C]
- produce error-free writing in the final draft.[3.D]
- use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).[3.E]
- evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others.[6.A]
- discriminate between denotative and connotative meanings and interpret the connotative power of words.[7.F]
- read and understand analogies.[7.G]
- use study strategies such as note taking, outlining, and using study-guide questions to better understand texts. [8.H]
- analyze the characteristics of clear text such as conciseness, correctness, and completeness.[13.A]
- evaluate the credibility of information sources, including how the writer's motivation may affect that credibility. [13.B]
- recognize logical, deceptive, and/or faulty modes of persuasion in text.[13.C]
- demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding.[15.A]
- use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies.[15.B]
- demonstrate proficiency in critical, empathic, appreciative, and reflective listening.[15.C]
- use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention.[15.D]
- use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.[15.E]
- use conventions of oral language effectively, including word choice, grammar, and diction.[16.A]
- use informal, standard, and technical English to meet demands of occasion, audience, and task.[16.B]
- respond appropriately to the opinions and views of others.[16.C]
- express and defend a point of view using precise language and appropriate detail.[16.G]
- describe how meanings are communicated through elements of design, including shape, line, color, and texture. [19.A]

Second Six Weeks :: The student is expected to...

- adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion.[16.D]
- ask clear questions for a variety of purposes and respond appropriately to the questions of others.[16.E]
- make relevant contributions in conversations and discussions.[16.F]
- speak responsibly to present accurate, truthful, and ethical messages.[16.H]
- present clear thesis statements and claims.[17.A]
- support major thesis with logical points or arguments.[17.B]
- choose valid evidence or proofs to support claims.[17.C]
- use effective appeals to support points, claims, or arguments.[17.D]
- use language and rhetorical strategies skillfully in informative and persuasive messages.[17.E]
- analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances.[17.F]
- interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems. [17.G]
- use feedback to judge effectiveness in communicating and setting goals for future presentations.[17.H]
- apply valid criteria to analyze, evaluate, and critique informative and persuasive messages.[18.A]
- apply valid criteria to analyze, evaluate, and critique literary performances.[18.B]
- use praise and suggestions of others to improve his/her own communication.[18.C]
- identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.[18.D]

English IV

Third Six Weeks :: The student is expected to...

- rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.[7.B]
- apply meanings of prefixes, roots, and suffixes in order to comprehend.[7.C]
- research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.[7.D]
- use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage.[7.E]
- establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.[8.A]
- draw upon his/her own background to provide connection to texts.[8.B]
- monitor his/her own reading strategies and modify when necessary.[8.C]
- construct images such as graphic organizers based on text descriptions and text structures.[8.D]
- analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding.[8.E]
- produce summaries of texts by identifying main idea and supporting detail.[8.F]
- draw inferences and support them with textual evidence and experience.[8.G]
- read British and other world literature, including classic and contemporary works.[9.C]
- interpret the possible influences of the historical context on a literary work.[9.D]
- recognize distinctive and shared characteristics of cultures through reading.[10.A]
- compare text events with his/her own and other readers' experiences.[10.B]
- recognize and discuss themes and connections that cross cultures.[10.C]
- compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts. [12.A]
- propose and provide examples of themes that cross texts.[12.B]
- analyze relevance of setting and time frame to text's meaning.[12.C]
- describe the development of plot and identify conflicts and how they are addressed and resolved.[12.D]
- analyze the melodies of literary language, including its use of evocative words and rhythms.[12.E]
- connect literature to historical contexts, current events, and his/her own experiences.[12.F]
- understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.[12.G]

Fourth Six Weeks :: The student is expected to...

- link related information and ideas from a variety of sources.[4.F]
- compile written ideas and representations into reports, summaries, or other formats and draw conclusions.[4.G]
- use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.[4.H]
- analyze strategies that writers in different fields use to compose.[5.A]
- correspond with other writers electronically and in conventional ways.[5.B]
- collaborate with other writers.[5.C]
- recognize how writers represent and reveal their cultures and traditions in texts.[5.D]
- read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.[9.A]
- read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.[9.B]
- respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays.[11.A]
- use elements of text to defend, clarify, and negotiate responses and interpretations.[11.B]
- analyze written reviews of literature, film, and performance to compare with his/her own responses.[11.C]
- evaluate text through critical analysis.[11.D]
- apply modes of reasoning such as induction and deduction to think critically.[13.D]
- describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone.[13.E]
- analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. [13.F]
- generate relevant, interesting, and researchable questions.[14.A]
- locate appropriate print and non-print information using text and technical resources, including databases and the Internet.[14.B]
- use text organizers such as overviews, headings, and graphic features to locate and categorize information. [14.C]
- evaluate the credibility of information sources and their appropriateness for varied needs.[14.D]

English IV

- organize and record new information in systematic ways such as notes, charts, and graphic organizers.[14.E]
- produce research projects and reports in varying forms for audiences.[14.F]
- draw relevant questions for further study from the research findings or conclusions.[14.G]
- analyze relationships, ideas, and cultures as represented in various media.[19.B]
- distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.[19.C]
- investigate the source of a media presentation or production such as who made it and why it was made.[20.A]
- deconstruct media to get the main idea of the message's content.[20.B]

Fifth Six Weeks :: The student is expected to...

- write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts. [1.A]
- draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form.[1.B]
- write in a voice and style appropriate to audience and purpose.[1.C]
- employ literary devices to enhance style and voice.[1.D]
- employ precise language to communicate ideas clearly and concisely.[1.E]
- organize ideas in writing to ensure coherence, logical progression, and support for ideas.[1.F]
- use prewriting strategies to generate ideas, develop voice, and plan.[2.A]
- develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose.[2.B]
- use vocabulary, organization, and rhetorical devices appropriate to audience and purpose.[2.C]
- use varied sentence structure to express meanings and achieve desired effect.[2.D]
- revise drafts by rethinking content organization and style to better accomplish the task.[2.E]
- use effective sequences and transitions to achieve coherence and meaning.[2.F]
- use technology for aspects of creating, revising, editing, and publishing texts.[2.G]
- refine selected pieces to publish for general and specific audiences.[2.H]
- use writing to formulate questions, refine topics, and clarify ideas.[4.A]
- use writing to discover, record, review, and learn.[4.B]
- use writing to organize and support what is known and what needs to be learned about a topic.[4.C]
- compile information from primary and secondary sources using available technology.[4.D]
- organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs.[4.E]
- analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing.[6.B]
- accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.[6.C]

Sixth Six Weeks :: The student is expected to...

- evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.[20.C]
- recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.[20.D]
- recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.[20.E]
- compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.[20.F]
- examine the effect of media on constructing his/her own perception of reality.[21.A]
- use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.[21.B]
- use a range of techniques to plan and create a media text and reflect critically on the work produced.[21.C]
- create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences.[21.D]
- create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.[21.E]