

Core Content (Topics, Materials, Resources)	Performance Indicator	Enabling and Process/Thinking Skills	Technology/Integration	Products/Assessments
August/September Introduction: "Who We Are, Where We Are" (1 week)				
<ul style="list-style-type: none"> Logistics/course requirements and opportunities <ul style="list-style-type: none"> (A) Rules, procedures: policies and procedures for homework, class conduct, make-up work, grading, extra credit (B) Review and explain materials needed: notebook for Literature and logs, folder for Reading Journal Quarter I Introduction letter using the writing process Begin using proofreading record Introduce MUG shots (<i>Writers, Inc.</i>) Introduce vocabulary series and weekly procedure Introduce English Literature Introduce Independent Reading list 				<ul style="list-style-type: none"> Introductory letter using writing process First MUG shot paragraph
First Quarter September/October 25 UNIT 2 English Speakers in an English – Speaking World (1 week)				
<p>Videotape "The Story of English Part I" (1 week)</p>	<p>Reading I B 32 Research the influence of the English language on contemporary society, including world literature, communications, and popular culture -- guided by an approved prompt or focus; display the results of the search in a multi - media presentation, a dramatic or artistic performance, technology, charts, or graphs, etc. [R.11.2.3] [R.12.2.3]</p> <p>Communication IV B 1 Speak clearly and understandably using developmentally appropriate enunciation and articulation. [C.K.4] [C.1.4] [NS for Grade 2] [C.3.6] [C.4.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.10.6] [C.11.6] [C.12.6]</p> <p>IV B 2 Use effective developmentally appropriate body language; i.e., (a) sit or stand to face listener(s) (b) maintain eye contact (c) avoid distracting mannerisms (d) use gestures for emphasis [NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</p> <p>IV B 3 Use effective volume, tempo, phrasing, pauses, and intonation to maintain listener interest and impact listener response through vocal emphasis or stress on important details or ideas. [NS for Grade 1] [C.2.7] [C.3.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.9.6] [C.10.6] [C.11.6] [C.12.6]</p> <p>IV B 4 Demonstrate developmentally appropriate command of the English language (grammatical, usage conventions). [C.2.5] [C.3.4] [C.4.4] [C.5.5] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]</p> <p>IV B 5 Use diction and language relevant to the topic and purpose of the presentation and appropriate to the audience. [C.2.6] [C.3.5] [C.4.5] [C.5.6] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]</p> <p>IV B 6 Adjust speaking content (ideas, language, organization, etc.) as per listener reaction and/or context of the presentation. [C.3.7] [C.4.7] [C.5.7] [C.6.7]</p> <p>IV B 7 Use visual aids, props, or media to enhance oral presentation. [NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> historical background of the English language research skills (print and electronic) graphic organizers (to display research results) developmentally appropriate vocal qualities (enunciation, articulation; volume, pacing, inflection, intonation, etc.) appropriate, effective body language (sitting, standing, eye contact, gestures, mannerisms, etc.) diction and language relevant to topic, purpose, and audience content framed according to prompt and adjusted in response to audience reaction visual aids or props to accompany presentations <p>[Process Skills]</p> <ul style="list-style-type: none"> Locate information on the English language and how it has impacted current social and political agendas and popular culture Take notes to prepare a presentation of research findings Use information from video to complete guided worksheet Search Internet/print sources for updated information on English usage throughout world Complete bib cards using proper MLA citation Take notes using slugs, paraphrasing, and summation Quote all copied information Present information orally with visual accompaniment Use effective speaking techniques as set forth in the district Listening/Speaking Rubric; i.e. language, diction, grammar, content appropriate to prompt; and visual aids or props 	<p>Technology: - Appropriate internet sites</p> <p>Integration: - Apply other content areas especially foreign language and social studies</p>	<ul style="list-style-type: none"> Individual presentation based on independent research

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Vocabulary Book	<p>Reading</p> <p>I B 57 Analyze given analogies (word pairs as well as metaphoric or extended analogies) to identify the relationship between the word pairs or analogous concepts (e.g., synonym:synonym; synonym:antonym; part:whole; object:function; item:location; connotation:denotation; etc.); evaluate the effectiveness of the analogous relationship in deepening the reader's understanding. [R.11.2.2] [R.12.2.2]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> • <i>methods of determining the type of analogous relationship (e.g. antonyms, synonyms, part-whole, tool-function, etc.)</i> <p>[Process Skills]</p> <ul style="list-style-type: none"> - Solve sample analogies (i.e., supply missing word, and identify the type of relationship involved) 	<p>Technology:</p> <ul style="list-style-type: none"> - SAT and ACT vocabulary practice sites <p>Integration:</p> <ul style="list-style-type: none"> - Apply to content areas 	<ul style="list-style-type: none"> - Weekly test
Novel chosen from reading list (continuous through first quarter)				
(continues throughout first quarter)	<p>Reading</p> <p>I B 62 Generate a personal list of unfamiliar, unusual words from readings and class discussions; use regular and specialty dictionaries, glossaries, the Internet, and specific text features to determine the various multiple definitions and pronunciation of each word, and note the correct definition in view of the context in which each word was used. [R.11.2.5] [R.12.2.5]</p> <hr/> <p>I C 12 Self-Monitor comprehension through guided reading assignments; adjust the speed of reading to fit the purpose (including skimming, scanning, looking on, looking back - - as needed); take notes or summarize what is read in a reading journal or log. [R.10.3.3] [R.11.3.3] [R.12.3.3]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> • <i>recording unfamiliar words from independent and assigned readings and class discussions</i> • <i>dictionary skills (print and electronic)</i> • <i>multiple meanings (as per context)</i> <p>[Process Skills]</p> <ul style="list-style-type: none"> - Create a personal list of unfamiliar words; annotate correct definition as used in context and an illustrative sentence; explain <u>other</u> definitions of each word and their contexts <hr/> <p>[Enabling Skills]</p> <ul style="list-style-type: none"> • <i>'guided' reading (i.e., pre-reading prompts; vocabulary lookout, summary/question algorithm, etc.)</i> • <i>various reading rates and behaviors, adjusted to purpose, e.g.,</i> <ul style="list-style-type: none"> (a) <i>skim-scan (to get an overview, or to spot key vocabulary)</i> (b) <i>read-on (to preview upcoming material in context of what is currently being read)</i> (c) <i>word-for-word (to capture precise detail and specific ideas, facts) etc.</i> • <i>various purposes for reading (to be entertained, to be informed, to get directions, to be persuaded, etc.)</i> • <i>summarizing plot</i> <p>[Process Skills]</p> <ul style="list-style-type: none"> - Capture essence of assigned reading by preparing an annotation or brief description of each selection for the Reading Journal (e.g., title, author, genre, thesis ideas or plot scenario, personal reaction) - Take detailed notes if and as directed; paraphrase or summarize; document and punctuate direct quotes 		

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	<p>I E 74 Evaluate the effectiveness of an author’s point of view in a literature selection by citing strengths and limitations of the selected point of view in achieving the author’s purpose. [R.11.5.4] [R.12.5.4]</p> <p>I E 75 Explain how ‘voice’ (age, gender, life circumstances, race, religion, ethnicity, etc.) and narrator affect the elements of characterization, plot, and the credibility of the story; note how changing aspects of the ‘voice’ would alter those elements. [R.11.5.3] [R.12.5.3]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> point of view (first; third: omniscient, limited) author’s viewpoint <p>[Process Skills]</p> <ul style="list-style-type: none"> Rewrite a sample passage, switching the point of view; explain the impact of the switch on the characters and the plot events Evaluate an author’s viewpoint (non-fiction) and point of view (fiction) in achieving his or her purpose <p>[Enabling Skills]</p> <ul style="list-style-type: none"> “voice” (i.e., age, gender, ethnicity, life circumstances, etc.) effects of ‘voice’ on other narrative elements effects of ‘voice’ on expository writing <p>[Process Skills]</p> <ul style="list-style-type: none"> Revise the voice in a sample piece; explain how the shift from one voice to another impacted the rest of the piece 		
	<p>Writing</p> <p>II A 32 Use a variety of sentence structures and lengths (i.e., simple, compound, complex); include coordinating and subordinating conjunctions and dependent/independent clauses; and parallel or repetitive sentence structure. [W.8.1.7; W.8.3.4; W.8.3.5] [W.9.1.7; W.9.3.3; W.9.3.4] [W.10.1.7; W.10.3.3; W.10.3.4] [W.11.1.7; W.11.3.3] [W.12.1.7; W.12.3.3] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}</p> <p>II A 35 Use paragraph form, including - - (a) topic sentences (b) paragraphs arranged in logical sequence (c) effective transitions (d) closing sentences (e) coherence across the whole, using parallel structures [W.9.1.8] [W.10.1.8] [W.11.1.8] [W.12.1.8] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> various sentence structures and lengths coordinating and subordinating conjunctions parallel or repetitive sentence structure <p>[Process Skills]</p> <ul style="list-style-type: none"> Prepare Journal entries using sentences of various lengths; practice using parallel structures Revise a sample manuscript by re-writing the sentences to achieve greater variety; add parallel or repetitive sentence structure as well <p>[Enabling Skills]</p> <ul style="list-style-type: none"> response writing styles for reading journals (annotations) reflection, reaction to literature (e.g., comparison to life, other texts, critical analysis, etc.) reader’s purpose for reading <p>[Process Skills]</p> <ul style="list-style-type: none"> Write response journal entries (as per designated format) based on poetry readings Share selected responses with peers; exchange ‘feedback’ Write Journal entries in coherent paragraph form; include topic sentence, logical sequence, and an effective closing 		

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	<p>II B 20 Write responses to literature that - -</p> <ul style="list-style-type: none"> (a) advance a judgment that it is interpretative, analytical, evaluative or reflective (b) support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors (c) analyze the author's use of stylistic devices and express an appreciation of the effects the devices create (d) identify and assess the impact of possible ambiguities, nuances, and complexities within text (a) anticipate and answer a reader's questions, counterclaims or divergent interpretations (b) provide a sense of closure to the writing (c) reflect the Processes and Conventions set forth in the Writing Rubric <p>[W.11.2.2] [W.12.2.2]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> • <i>organizational patterns in speeches to persuade (repetition, appeals to reason, authority, emotion, word choice, syntax, rhetorical devices, etc.); how pattern used is intended to influence the audience</i> • <i>personal life experiences as a means to react and respond to the literature</i> • <i>philosophical beliefs of founding fathers</i> • <i>formats of public documents (re: purposes, audience, etc.)</i> • <i>interpretation</i> • <i>analysis</i> • <i>evaluation</i> • <i>stylistic devices</i> <p>[Process Skills]</p> <ul style="list-style-type: none"> - Analyze persuasive documents; re: the arguments used by the writers, the depth and breadth of support given, and the anticipation of counter-arguments - Critique the validity and power of these arguments (and accompanying support), comparing the past and to now - Write journal entries in response to the selected novel, advancing a judgement based on key ideas with reference to the text and/or other works using the Processes and Conventions in the Writing Rubric - Analyze the author's use of stylistic devices, nuances, ambiguities, and complexities - Anticipate and prepare a response to divergent interpretations - Bring entry to a satisfying close 		
Drama (3 weeks)				
<p>Pygmalion</p> <p>Excerpts from <i>My Fair Lady</i></p>	<p>Reading</p> <p>I B 42 Analyze a set of words from either a selection or a list of words as to their neutral or denotative term and their 'loaded' or connotative term - - both negative and positive; explain why an author might use the 'loaded' terms (connotative) compared with the neutral (denotative) term and display the analysis in a matrix. [R.8.2.2] [R.9.2.2] [R.10.2.2] [R.11.2.2] [R.12.2.2]</p> <hr style="border-top: 1px dashed black;"/> <p>I E 33 Analyze the features of setting in a selection and their importance to the text by relating them to other story elements (e.g., plot, character, and the appropriate historical, social, and cultural contexts); substantiate the analysis with prior knowledge and related events. [R.11.5.2] [R.12.5.2]</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> • <i>connotative vs denotative vs neutral word meaning (positive and negative connotations)</i> <p>[Process Skills]</p> <ul style="list-style-type: none"> - Devise a matrix that shows an analysis of a sample selection re: the author's use of neutral vs "loaded" words <hr style="border-top: 1px dashed black;"/> <p>[Enabling Skills]</p> <ul style="list-style-type: none"> • <i>elements of setting (where, when, changes in ?)</i> • <i>historic, social, political, scientific contexts</i> <p>[Process Skills]</p> <ul style="list-style-type: none"> - Explain how setting impacts other story elements; note the particular importance of multiple settings in the same story 		

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	<p>Writing</p> <p>II A 11 Determine purpose and audience to plan for the degree of formality in style; include explanations or definitions as appropriate to audience needs. [W.11.1.4] [W.12.1.4]</p> <hr/> <p>II A 13 Plan writing products in response to prompt (topic, audience, and purpose); include --</p> <p>(a) appropriate organizational structure (e.g., cause-effect, problem-solution, compare-contrast, chronological sequence, etc.)</p> <p>(Fiction)</p> <ul style="list-style-type: none"> basic premise (characters, setting, problem or conflict for 'plot') <p>(Personal Narrative)</p> <ul style="list-style-type: none"> basic who/what/when/where; central purpose (entertain, inform, reminisce, etc.) <p>(Non-Fiction)</p> <ul style="list-style-type: none"> thesis idea to be developed with supporting detail; overall purpose (inform, entertain, persuade, reflect, etc.) <p>(b) engaging introduction: setting forth "thesis idea" in <u>non-fiction</u> or characters/setting/situation in <u>fiction</u></p> <p>(c) planned body: points that show how thesis idea will be developed (sequence, supporting detail) in <u>non-fiction</u> or how plot lines (conflicts, problems to solve) will be developed in <u>fiction</u></p> <p>(d) effective conclusion: closing statement that summarizes important ideas and details, expresses a personal reaction, or suggests a further line of inquiry in <u>non-fiction</u> or ties off plot lines, presents a surprise twist, or opens a 'next chapter' in <u>fiction</u></p> <p>[W.6.1.1, W.6.1.2, W.6.1.3, W.6.1.4, W.6.1.5, W.6.1.6] [W.7.1.1, W.7.1.2, W.7.1.3, W.7.1.4, W.7.1.5, W.7.1.6] [W.8.1.1, W.8.1.2, W.8.1.3, W.8.1.4, W.8.1.5, W.8.1.6] [W.9.1.1, W.9.1.2, W.9.1.3, W.9.1.4, W.9.1.5, W.9.1.6] [W.10.1.1, W.10.1.2, W.10.1.3, W.10.1.4, W.10.1.5, W.10.1.6] [W.11.1.1, W.11.1.2, W.11.1.3, W.11.1.4, W.11.1.5, W.11.1.6] [W.12.1.1, W.12.1.2, W.12.1.3, W.12.1.4, W.12.1.5, W.12.1.6] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #2} {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #3}</p> <hr/> <p>II A 20 Plan an engaging introduction that presents character, setting, and 'situation;' a body that sequences plot detail that notes conflict(s) or problem(s); and a conclusion that ties off plot lines, presents a surprise twist, or opens a 'next chapter.' [W.9.1.6] [W.10.1.6] [W.11.1.6] [W.12.1.6] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #4}</p> <hr/> <p>II A 25 Use available technology to compose formal writing products. [W.1.1.8] [W.2.1.9] [W.3.1.9] [W.4.1.9] [W.5.1.10] [W.6.1.10] [W.7.1.10] [W.8.1.10] [W.9.1.10] [W.10.1.10] [W.11.1.10] [W.12.1.10]</p> <hr/> <p>II A 38 Use precise language, action verbs, sensory details, colorful modifiers, and style appropriate to the audience, purpose, and topic to compose written products; avoids inappropriate slang or informal language. [W.7.1.9] [W.8.1.9] [W.9.1.9; W.9.1.15] [W.10.1.9; W.10.1.15] [W.11.1.9; W.11.1.15] [W.12.1.9; W.12.1.15] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #3} {8-10 Wrtg App; Bmk A; Wrtg HSGQE #6}</p> <hr/> <p>II A 39 Convey a personal style and voice in written composition (e.g., repetition of words, phrases, or images; embedded rhetorical questions; specific 'tonal qualities' such as sarcasm, satire, dreaminess or reverie, regret, etc.). [W.9.1.9] [W.10.1.9] [W.11.1.9] [W.12.1.9]</p> <p>P.I.s II A 50 and II A 55 are on next page</p>	<p>[Enabling Skills]</p> <ul style="list-style-type: none"> purpose and audience (degrees of formality required) narrative elements expository elements engaging introduction (setting forth literary elements in narrative and thesis ideas in non-fiction) planned body (developmental, logical 'flow;' connections among ideas, details) effective conclusion (not merely a restatement of the prompt) word processing and graphics precise language (e.g., action verbs, colorful modifiers, etc.) avoidance of slang personal style and 'voice' (e.g., repetitions of favorite symbol, tonal qualities, etc.) criteria set forth in district Writing Rubric spelling, punctuation, capitalization, and grammar rules as per Rubric <p>[Process Skills]</p> <ul style="list-style-type: none"> Plan a sample narrative on the theme of a transforming experience; use all narrative elements, and follow the Rubric for language, style or voice, and spelling, punctuation, capitalization and grammar Revise narrative manuscripts (drafts) to be more congruent with criteria and guidelines set forth in the Rubric 		

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	<p>II A 50 Review written manuscripts using the Writing Rubric to note and revise the following: [W.9.1.16] [W.10.1.16] [W.11.1.16] [W.12.1.16]</p> <p>(a) extraneous detail [W.9.1.12] [W.10.1.12] [W.11.1.12] [W.12.1.12]</p> <p>(b) lack of detail [W.9.1.12] [W.10.1.12] [W.11.1.12] [W.12.1.12]</p> <p>(c) arrangement of words, phrases, sentences [W.9.1.13] [W.10.1.13] [W.11.1.13] [W.12.1.13]</p> <p>(d) fragments or run-ons [W.9.1.15] [W.10.1.15] [W.11.1.15] [W.12.1.15]</p> <p>(e) consistent point of view [NS for Grades 9, 10, 11, 12]</p> <p>(f) organizational structure (cause-effect; compare-contrast; sequence, etc.) [W.9.1.11] [W.10.1.11] [W.11.1.11] [W.12.1.11]</p> <p>(g) style, tone, voice [W.9.1.13] [W.10.1.13] [NS for Grades 11 and 12]</p> <p>[non-fiction]</p> <p>(h) precision in analysis [W.11.1.12] [W.12.1.12]</p> <p>(i) persuasiveness of argument [W.11.1.12] [W.12.1.12]</p> <p>[fiction]</p> <p>(j) character, plot, and/or setting [W.11.1.12] [W.12.1.12] {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #2, #3}</p> <p>II A 55 Make corrections in capitalization, punctuation, spelling, and grammar [see also section C. of the matrix - - Conventions and the Conventions portion of the Writing Rubric]</p> <p>[W.6.1.15; W.6.3.1; W.6.3.3] [W.7.1.15; W.7.3.2; W.7.3.3]</p> <p>[W.8.1.15; W.8.3.1; W.8.3.2] [W.9.1.15; W.9.3.1; W.9.3.2]</p> <p>[W.10.1.15; W.10.3.1; W.10.3.2] [W.11.1.15; W.11.3.1; W.11.3.2]</p> <p>[W.12.1.15; W.12.3.1; W.12.3.2]</p> <p>II C 47 Use proper placement of modifiers. [W.8.3.6] [W.9.3.5] [W.10.3.5] [W.11.3.3] [W.12.3.3]</p> <p>II C 53 Use appropriate verb forms (past, present, future; transitive, intransitive, linking, and irregular verbs; and active and passive voice) to enrich written compositions. [W.6.3.6] [W.7.3.5] [W.8.3.7] [W.9.3.6] [W.10.3.4] [W.11.3.3] [W.12.3.3]</p>	<p>[Enabling Skills and Process Skills are on previous page]</p> <p><i>[Enabling Skills]</i></p> <ul style="list-style-type: none"> modifier placement (<i>adjectives and adverbs</i>) verb forms (<i>tense; transitive/linking</i>) <p><i>[Process Skills]</i></p> <ul style="list-style-type: none"> Enhance manuscripts (drafts) by adding more precise adverbs and adjectives and correcting the verbs 		
Anglo-Saxon Literature and Language (4 weeks)				
<p>Poetry</p> <p>Selections from <i>Beowulf</i></p> <p><i>The Seafarer</i> by _____</p> <p>“Life in 999; A Grim Struggle”, magazine article</p> <p>from <i>Grendel</i> by _____ Gardner</p>	<p>Reading</p> <p>I B 29 Create a personal dictionary that includes unusual, unfamiliar, or technical content-area words with Greek, Latin, or Anglo-Saxon roots and affixes; include (per entry) a contextual reference; multiple definitions -- noting the appropriate ‘sense’ of the word as used in this context; a pronunciation key; any interesting derivatives or origins; and a sentence that illustrates the student’s grasp of the word’s meaning. [R.11.2.4] [R.12.2.4]</p>	<p><i>[Enabling Skills]</i></p> <ul style="list-style-type: none"> dictionary skills (<i>print and electronic</i>) Greek, Latin, Anglo-Saxon roots and affixes context clues (<i>definition, examples, synonyms, etc.</i>) multiple meanings derivatives and word origins <p><i>[Process Skills]</i></p> <ul style="list-style-type: none"> Create personal dictionary of words having Anglo-Saxon origin 		

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	I C 63 Determine the merits of a fiction or non-fiction piece as to structure and content by answering evaluative questions posed by another student or the teacher; use prediction, compare-contrast, summarization, making inferences, and drawing conclusions to prepare the answers. [R.10.3.1] [R.11.3.1] [R.12.3.1]	<p><i>[Enabling Skills]</i></p> <ul style="list-style-type: none"> • <i>structure and content of literary selections (e.g., characteristics of the epic; characteristics of Anglo-Saxon poetry)</i> • <i>scansion</i> • <i>prediction</i> • <i>compare-contrast</i> • <i>summarization</i> • <i>making inferences</i> • <i>drawing conclusions</i> <p><i>[Process Skills]</i></p> <ul style="list-style-type: none"> - Evaluate the structure and content of the work (i.e., how well the author succeeded) by using prediction, comparison contrast, summarization, inference and conclusions 		
Quarter 2 October/November				

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<i>December</i>				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
<i>January</i>				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		

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February				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
March				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
April				
		<i>[Enabling Skills]</i> • [Process Skills] -		

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		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
May				
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
		<i>[Enabling Skills]</i> • [Process Skills] -		
June				
		<i>[Enabling Skills]</i> • [Process Skills] -		

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WRITING Process RUBRIC					
Performance Indicators		4	3	2	1
II A 4	Determine usefulness of and then conduct background reading, interviews, surveys, etc. as appropriate to plan for writing. [W.9.1.2] [W.10.1.2] [W.11.1.2] [W.12.1.2]				
II A 11	Determine purpose and audience to plan for the degree of formality in style; include explanations or definitions as appropriate to audience needs. [W.11.1.4] [W.12.1.4]				
II A 13	Plan writing products in response to prompt (topic, audience, and purpose); include -- <ul style="list-style-type: none"> a. appropriate organizational structure (e.g., cause-effect, problem-solution, compare-contrast, chronological sequence, etc.) (Fiction) <ul style="list-style-type: none"> • basic premise (characters, setting, problem or conflict for ‘plot’) (Personal Narrative) <ul style="list-style-type: none"> • basic who/what/when/where; central purpose (entertain, inform, reminisce, etc.) (Non-Fiction) <ul style="list-style-type: none"> • thesis idea to be developed with supporting detail; overall purpose (inform, entertain, persuade, reflect, etc.) b. engaging introduction: setting forth “thesis idea” in <u>non-fiction</u> or characters/setting/situation in <u>fiction</u> c. planned body: points that show how thesis idea will be developed (sequence, supporting detail) in <u>non-fiction</u> or how plot lines (conflicts, problems to solve) will be developed in <u>fiction</u> d. effective conclusion: closing statement that summarizes important ideas and details, expresses a personal reaction, or suggests a further line of inquiry in <u>non-fiction</u> or ties off plot lines, presents a surprise twist, or opens a ‘next chapter’ in <u>fiction</u> [W.6.1.1, W.6.1.2, W.6.1.3, W.6.1.4, W.6.1.5, W.6.1.6] [W.7.1.1, W.7.1.2, W.7.1.3, W.7.1.4, W.7.1.5, W.7.1.6] [W.8.1.1, W.8.1.2, W.8.1.3, W.8.1.4, W.8.1.5, W.8.1.6] [W.9.1.1, W.9.1.2, W.9.1.3, W.9.1.4, W.9.1.5, W.9.1.6] [W.10.1.1, W.10.1.2, W.10.1.3, W.10.1.4, W.10.1.5, W.10.1.6] [W.11.1.1, W.11.1.2, W.11.1.3, W.11.1.4, W.11.1.5, W.11.1.6] [W.12.1.1, W.12.1.2, W.12.1.3, W.12.1.4, W.12.1.5, W.12.1.6] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #2} {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #3}				
II A 20	Plan an engaging introduction that presents character, setting, and ‘situation;’ a body that sequences plot detail that notes conflict(s) or problem(s); and a conclusion that ties off plot lines, presents a surprise twist, or opens a ‘next chapter.’ [W.9.1.6] [W.10.1.6] [W.11.1.6] [W.12.1.6] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #4}				
II A 24	Plan an engaging introduction that presents character, setting, and ‘situation;’ a body that sequences plot detail that notes conflict(s) or problem(s); and a conclusion that ties off plot lines, presents a surprise twist, or opens a ‘next chapter.’ [W.9.1.6] [W.10.1.6] [W.11.1.6] [W.12.1.6] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #4}				
II A 25	Use available technology to compose formal writing products. [W.1.1.8] [W.2.1.9] [W.3.1.9] [W.4.1.9] [W.5.1.10] [W.6.1.10] [W.7.1.10] [W.8.1.10] [W.9.1.10] [W.10.1.10] [W.11.1.10] [W.12.1.10]				
II A 32	Use a variety of sentence structures and lengths (i.e., simple, compound, complex); include coordinating and subordinating conjunctions and dependent/independent clauses; and parallel or repetitive sentence structure. [W.8.1.7; W.8.3.4; W.8.3.5] [W.9.1.7; W.9.3.3; W.9.3.4] [W.10.1.7; W.10.3.3; W.10.3.4] [W.11.1.7; W.11.3.3] [W.12.1.7; W.12.3.3] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}				
II A 35	Use paragraph form, including -- <ul style="list-style-type: none"> (a) topic sentences (b) paragraphs arranged in logical sequence (c) effective transitions (d) closing sentences (e) coherence across the whole, using parallel structures [W.9.1.8] [W.10.1.8] [W.11.1.8] [W.12.1.8] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}				
II A 39	Use paragraph form, including -- <ul style="list-style-type: none"> (e) topic sentences (f) paragraphs arranged in logical sequence (g) effective transitions (h) closing sentences (i) coherence across the whole, using parallel structures [W.9.1.8] [W.10.1.8] [W.11.1.8] [W.12.1.8] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}				

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WRITING Process RUBRIC				
Performance Indicators	4	3	2	1
II A 40 Convey a personal style and voice in written composition (e.g., repetition of words, phrases, or images; embedded rhetorical questions; specific ‘tonal qualities’ such as sarcasm, satire, dreaminess or reverie, regret, etc.). [W.9.1.9] [W.10.1.9] [W.11.1.9] [W.12.1.9]				
II A 42 Use resources (dictionaries, thesaurus) to select effective and precise vocabulary to maintain consistent style, tone, and voice. [W.9.1.14] [W.10.1.14] [W.11.1.14] [W.12.1.14]				
II A 51 Review written manuscripts using the Writing Rubric to note and revise the following: [W.9.1.16] [W.10.1.16] [W.11.1.16] [W.12.1.16] (a) extraneous detail [W.9.1.12] [W.10.1.12] [W.11.1.12] [W.12.1.12] (b) lack of detail [W.9.1.12] [W.10.1.12] [W.11.1.12] [W.12.1.12] (c) arrangement of words, phrases, sentences [W.9.1.13] [W.10.1.13] [W.11.1.13] [W.12.1.13] (d) fragments or run-ons [W.9.1.15] [W.10.1.15] [W.11.1.15] [W.12.1.15] (e) consistent point of view [NS for Grades 9, 10, 11, 12] (f) organizational structure (cause-effect; compare-contrast; sequence, etc.) [W.9.1.11] [W.10.1.11] [W.11.1.11] [W.12.1.11] (g) style, tone, voice [W.9.1.13] [W.10.1.13] [NS for Grades 11 and 12] [non-fiction] (h) precision in analysis [W.11.1.12] [W.12.1.12] (i) persuasiveness of argument [W.11.1.12] [W.12.1.12] [fiction] (j) character, plot, and/or setting [W.11.1.12] [W.12.1.12] {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #2, #3}				
II A 56 Make corrections in capitalization, punctuation, spelling, and grammar [see also section C. of the matrix - - Conventions and the Conventions portion of the Writing Rubric] [W.6.1.15; W.6.3.1; W.6.3.3] [W.7.1.15; W.7.3.2; W.7.3.3] [W.8.1.15; W.8.3.1; W.8.3.2] [W.9.1.15; W.9.3.1; W.9.3.2] [W.10.1.15; W.10.3.1; W.10.3.2] [W.11.1.15; W.11.3.1; W.11.3.2] [W.12.1.15; W.12.3.1; W.12.3.2]				
II A 60 Rewrite/revise document using available technology and graphics to enhance the final product; follow specific formats for final submission (e.g., cover sheets; bibliography; tables/charts; appendices, etc.). [W.9.1.17] [W.10.1.17] [W.11.1.17] [W.12.1.17]				
II B 20 Write responses to literature that - - (a) advance a judgment that it is interpretative, analytical, evaluative or reflective (b) support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors (c) analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create (d) identify and assess the impact of possible ambiguities, nuances, and complexities within text (e) anticipate and answer a reader’s questions, counterclaims or divergent interpretations (f) provide a sense of closure to the writing (g) reflect the Processes and Conventions set forth in the Writing Rubric [W.11.2.2] [W.12.2.2]				
II B 21 Write reflective compositions that - - (a) use personal experiences as a basis for reflection on some aspect of life; (b) draw abstract comparisons between specific incidents and abstract concepts; (c) maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs (d) move from specific examples to generalizations about life (e) reflect the Processes and Conventions set forth in the Writing Rubric [W.11.2.1] [W.12.2.1]				
II B 35 Produce informal writings (e.g., personal journals , response journals, notes, poems) for a variety of purposes (e.g., reflection, recording information, as a learning tool, enjoyment, communication between students, students and teacher, etc.). [W.5.2.5] [W.6.2.6] [W.7.2.6] [W.8.2.6] [W.9.2.6] [W.10.2.6] [W.11.2.6] [W.12.2.6]				

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WRITING Process RUBRIC				
Performance Indicators	4	3	2	1
[Informational Writing]				
II B 44 Conduct a research inquiry based on a controlling idea that conveys a specific perspective on the subject or topic; create an <u>organizational structure</u> appropriate to the purpose, audience, and context; <u>collect information</u> on all relevant perspectives from various primary and secondary sources* found to be valid and reliable; <u>distinguish among</u> the relative value and significance of pertinent data, facts, and ideas; anticipate the reader's potential biases, misunderstandings, and expectations; and provide a sense of <u>closure</u> to the inquiry; the final product will include: [W.11.2.4] [W.12.2.4] <ul style="list-style-type: none"> (a) open-ended research questions, modified as the inquiry progresses to narrow the focus, extend, or redirect the investigation [Rs.11.1] [Rs.12.1] (b) reference to the primary and secondary sources* accessed (from school and local libraries, online databases, electronic resources, and Internet-based resources) [Rs.11.2] [Rs.12.2] (c) accurate and valid sources as evidenced by appropriateness to audience, purpose, and context; usefulness re: accuracy, relevance, and timeliness [publication date]; viability of the author; and objectively, or freedom from bias [Rs.11.3; R.11.4.3] [Rs.12.3; R.12.4.3] (d) an analysis of the complexities and discrepancies in information and systematically organized relevant information to support central ideas, concepts, and themes [Rs.11.4] [Rs.12.4] (e) analysis of the complexities of the information being used to support finding, acknowledging any discrepancies and explaining their impact on the conclusions [Rs.11.4] [Rs.12.4] (f) an evaluation of the information being used to support the findings, critically questioning any limitations or uncertainties [Rs.11.4] [Rs.12.4] (g) quotations and citations integrated into written text, maintaining a flow of ideas [Rs.11.5] [Rs.12.5] (h) adherence to style guides for the written and oral presentation, including the appropriate format for acknowledging sources used [Rs.11.6] [Rs.12.6] (i) the Process and Conventions set forth in the Writing Rubric (j) a presentation using a variety of communication techniques (oral, visual, written, and multi-media) to support a clear position about the topic or research question and to provide an appropriate balance between <u>researched</u> information and <u>original</u> ideas [Rs.11.7; C.11.8] [Rs.12.7; C.21.8] * primary sources: diaries, observations, surveys, interviews, manuscripts, historic documents such as the Declaration of Independence, treaties, etc. * secondary sources: traditional reference books, trade books, textbooks, etc., both print and electronic (CD-ROMs, the Internet, etc.)				
II B 48 Write persuasive compositions that articulate a clear position; support assertions using rhetorical devices such as appeals to emotion or logic, personal anecdotes, etc.; develop arguments a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning); and observe the Processes and Conventions set forth in the Writing Rubric. [W.11.2.5] [W.12.2.5]				
II C 24 Use appropriate spelling conventions in written compositions. [W.8.3.1] [W.9.3.1] [W.10.3.1] [W.11.3.1] [W.12.3.1]				
II C 34 Punctuate written compositions with end-points, commas, apostrophes, colons, semi-colons, hyphens, dashes, parentheses, brackets, etc. [W.7.3.2] [W.8.3.2] [W.9.3.2] [W.10.3.2] [W.11.3.2] [W.12.3.2]				
II C 38 Capitalize written compositions. [W.3.3.10] [W.4.3.6] [W.5.3.5] [W.6.3.4] [W.7.3.4] [W.8.3.2] [W.9.3.2] [W.10.3.2] [W.11.3.2] [W.12.3.2]				
II C 43 Use regular, irregular, plural, and possessive nouns in written compositions. [W.6.3.5] [W.7.3.5] [W.8.3.3] [NS for Grade 9] [NS for Grade 10] [W.11.3.3] [W.12.3.3]				
II C 47 Use proper placement of modifiers. [W.8.3.6] [W.9.3.5] [W.10.3.5] [W.11.3.3] [W.12.3.3]				
II C 49 Use subjects and verbs that are in agreement with collective nouns, indefinite pronouns, compound subjects, and prepositional phrases in written compositions. [W.6.3.8] [W.7.3.7] [W.8.3.4] [W.9.3.3] [W.10.3.3] [W.11.3.3] [W.12.3.3]				
II C 53 Use appropriate verb forms (past, present, future; transitive, intransitive, linking, and irregular verbs; and active and passive voice) to enrich written compositions. [W.6.3.6] [W.7.3.5] [W.8.3.7] [W.9.3.6] [W.10.3.4] [W.11.3.3] [W.12.3.3]				
II C 57 Use nouns (antecedents) and pronouns that are in agreement (i.e., <u>personal</u> – I, you, he, she, etc.; <u>possessive</u> – my, your, hers, his, etc.; <u>objective</u> – me, us, it, etc.; <u>nominative</u> – I, you, he, she, etc.; <u>indefinite</u> – all, everyone, few, much, etc.; and <u>relative</u> – that, which, who, whom, etc.) to enrich written compositions. [W.6.3.7] [W.7.3.5] [W.8.3.3] [NS for Grade 9, 10] [W.11.3.3] [W.12.3.3]				
II C 61 Use gerund, infinitive, and participial phrases in written products and place the modifiers appropriately in written compositions. [W.8.3.4; W.8.3.6] [W.9.3.3; W.9.3.5] [W.10.3.3; W.10.3.5] [W.11.3.3] [W.12.3.3]				
II C 62 Use parallel structure to present items in a series and items juxtaposed for emphasis in written compositions. [W.8.3.5] [W.9.3.4] [W.10.3.4] [W.11.3.3] [W.12.3.3]				

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WRITING Process RUBRIC				
Performance Indicators	4	3	2	1
II C 63 Use parallel structure to present items in a series and items juxtaposed for emphasis in written compositions. [W.8.3.5] [W.9.3.4] [W.10.3.4] [W.11.3.3] [W.12.3.3]				

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RESEARCH RUBRIC				
Performance Indicators	4	3	2	1
Grade 11 merged Research with Writing Applications and Communication; individual standards will appear on <i>Curriculum Map</i> [Rs.11.1 – 11.7] [C.11.8] [W.11.2.4]				

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LISTENING/SPEAKING RUBRIC				
Performance Indicators	4	3	2	1
IV A 20 Listen to/view an oral or media presentation; document the following: (a) identify the clarity (or lack thereof) in major idea(s), supportive/illustrative points, overall purpose, specific tonal/attitudinal qualities representing “viewpoint” [C.11.1] [C.12.1] (b) identify the <u>organizational pattern</u> of essential information (e.g., compare-contrast, problem-solution, listing of detail, cause-effect, etc.) [C.11.1] [C.12.1] (c) analyze the types of arguments used (i.e., causation, analogy, and logic) [C.11.2] [C.12.2] (d) critique the clarity, effectiveness, and overall coherence of the key points (e.g., presence/absence of bias, objectivity of argument/description/explanation, authority of “experts” cited for support, basis in fact versus opinion, consistency of argument or flow of ideas, etc.) [C.11.3] [C.12.3] (e) evaluate how language, diction, syntax, and delivery style (e.g., repetition of key phrases or images; appeal to emotion, patriotism, body language and/or eye contact; direct reference to/inclusion of the audience; etc.) [C.11.4] [C.12.4]				
IV B 1 Speak clearly and understandably using developmentally appropriate enunciation and articulation [C.K.4] [C.1.4] [NS for Grade 2] [C.3.6] [C.4.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.10.6] [C.11.6] [C.12.6]				
IV B 2 Use effective developmentally appropriate body language; i.e., (a) sit or stand to face listener(s) (b) maintain eye contact (c) avoid distracting mannerisms (d) use gestures for emphasis [NS for Grades 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]				
IV B 3 Use effective volume, tempo, phrasing, pauses, and intonation to maintain listener interest and impact listener response through vocal emphasis or stress on important details or ideas. [NS for Grade 1] [C.2.7] [C.3.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.9.6] [C.10.6] [C.11.6] [C.12.6]				
IV B 4 Demonstrate developmentally appropriate command of the English language (grammatical, usage conventions). [C.2.5] [C.3.4] [C.4.4] [C.5.5] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]				
IV B 5 Use diction and language relevant to the topic and purpose of the presentation and appropriate to the audience. [C.2.6] [C.3.5] [C.4.5] [C.5.6] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]				
IV B 6 Adjust speaking content (ideas, language, organization, etc.) as per listener reaction and/or context of the presentation. [C.3.7] [C.4.7] [C.5.7] [C.6.7] [C.7.7] [C.8.7] [C.9.7] [C.10.7] [C.11.7] [C.12.7]				
IV B 7 Use visual aids, props, or media to enhance oral presentation. [NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]				
IV C 8 Deliver an oral presentation that <u>describes</u> an event, object, person, a personal experience; include sensory images to fully, vividly describe the ‘subject,’ present the information in logical order, include a compelling introduction and a summary conclusion, and follow the other guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]				
IV C 11 Deliver formal <u>descriptive</u> presentations recalling a memorable event or personal experience; convey relevant information, specific descriptive details, and follow the guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]				
Grade 11 merged formal informational presentation with Writing Applications and Research; in individual standards will appear in <i>Curriculum Maps</i> [W.11.2.4] [Rs.11.1 – Rs.11.7] [C.11.8]				
IV C 15 Deliver persuasive presentations that: (a) establish and develop a logical and controlled argument (b) include relevant evidence, differentiating between evidence and opinion to support position (c) use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, and reason (d) use appropriate organizational structure (i.e., cause-effect, compare-contrast, problem-solution) (e) use speaking techniques (e.g., reasoning, emotional appeal, case studies, or analogies) [C.9.10] [C.10.10] [C.11.10] [C.12.10]				

