

4 Year-Old Kindergarten Curriculum Summary-2018

The 4 Year-Old Kindergarten Curriculum has been updated in all core subject areas. This curriculum also includes writing development, large motor and fine motor development and character development. This updated curriculum encompasses "whole child development".

This most recent curriculum work and final update took place during our staff curriculum week, August 2018. This curriculum is a very comprehensive plan. I believe it is a working document for the next four to five years until we update curriculum district wide again in the ELA content subject area.

This updated curriculum is based on the curriculum series, A Big Day for Pre-K. The company, Scholastic Incorporated are the producers of this curriculum, as it aligns with the Journeys Reading Program.

Important curriculum areas of this program include phonological awareness, alphabet knowledge, concepts of print, emergent writing and oral language, all of which focus on the early stages of reading and writing. Other important concept areas include mathematics, social studies, science and health, physical development and fine arts activities. All planned activities include a quality literature story, online learning experiences as well as a wealth of classroom resources for effective teaching.

The second essential part to this curriculum is the learning center curriculum. Each week students will be exposed to quality learning centers based on the curriculum content. Centers include blocks and building, creativity, dramatic play, math, reading and listening, science, technology and writing.

A Big Day for Pre-K, also includes formal and informal assessment entitled, Scholastic Early Childhood Inventory (SECI). This curriculum as includes a teacher website for planning, assessment and teacher resources. Parents also have an online resource component if they wish to trace progress or inquire about the curriculum.

The nine "big day" themes my curriculum include:

- Ready for School(school),
- My Family(family),
- Our Community(community),
- Get Into the Book(book awareness),
- Awesome Animals(animals),
- Imagine IT-Make IT(creativity),
- Growing Up Healthy(five senses),
- Nature All Around Us(seasons, plants, sky, weather),
- Moving On(exploring new places).

This curriculum summary has been submitted by Kristin Bornbach, 4 Year-Old Kindergarten Teacher, Edgar Elementary School.

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Kindergarten ELA Overview

The Kindergarten ELA curriculum is aligned with the Wisconsin State Common Core Standards. Our curriculum includes technology, big books, read alouds, leveled readers, vocabulary readers, and reading games.

The six units for kindergarten include:

Unit 1:

- How do I use these sight words to read?
- How do I identify and say the sound of the letters?
- How do I listen for the beginning sound of a word?
- How do I describe how illustrations help tell a story?
- How do I answer questions about a story that I have heard?

Unit 2:

- How do I use these sight words to read?
- How do I identify and say the sound of the letters?
- How do I blend sounds to say a word?
- How do I identify the characters in the story?

Unit 3:

- How do I use these sight words to read?
- How do I identify and say the sound of the letters?
- How do I listen for the middle and ending sounds in words?
- How do I identify the characters and setting in the story?
- How can I sequence a story?

Unit 4:

- How do I use these sight words to read?
- How do I identify and say the sound of the letters?
- How do I listen for the middle sounds in words?
- How do I say the sounds in a word?
- How do I identify the setting in the story?
- How can I sequence a story?

Unit 5:

- How do I use these sight words to read?
- How do I identify and say the sound of the letters?
- How do I listen for the middle sounds in words?
- How do I say the sounds in a word?
- How do I identify the setting in the story?
- How do I retell a story?

Unit 6:

- How do I use these sight words to read?
- How do I identify and say the sound of the letters?
- How do I change the sound to make a new word?
- How do I make a connection to a text?

First Grade ELA Overview

The First Grade ELA curriculum is aligned with the Wisconsin State Common Core Standards. We will be using the 2017 Journeys series by Houghton Mifflin Harcourt, which includes six units. The curriculum includes Reading, Writing, Spelling, and Grammar. In Whole Group Reading and Daily 5, the students are in mixed ability sections; however, they will be in differentiated groups within their sections to meet each students' needs. The writing will include the following pieces: narrative, opinion, and informative.

The six units for first grade include:

Unit 1: Around the Neighborhood

- What is important about being a friend?
- What happens during a storm?
- Why is going to school important?
- Who can you meet in a neighborhood?
- What happens on the train?

Unit 2: Sharing Time

- What lessons can you learn from story characters?
- How do animals communicate?
- How is music part of your everyday life?
- What makes a story or poem funny?
- How can you show a friend that you care about him or her?

Unit 3: Nature Near and Far

- What kinds of plants and animals would you find in the ocean?
- How are jungle animals different from animals on a farm?
- What changes do the different seasons cause?
- Why is it important to have rules?
- What makes birds different from mammals?

Unit 4: Exploring Together

- What do astronauts do?
- What are some different ways to travel?
- What do farmers need to grow food?
- Why is it important to learn about people from the past?
- How can you help a friend who feels sad?

Unit 5: Watch Us Grow

- What grows in a garden?
- Why do some animals have spots or stripes?
- How can you take good care of a pet?
- What happens to a tree as it grows?
- What can you learn from someone who is from another country?

Unit 6: Three Cheers For Us!

- What are some different ways to make art?
- Why is it important to try your best?
- How can weather change your day?
- How can insects be helpful?
- Why is teamwork important in school or sports?

Second Grade ELA Curriculum Overview

Unit 1-Neighborhood

Essential Learning Target: The learners will compare and contrast in order to increase understanding of a given text.

Essential Questions:

- What is a perfect pet like?
- What are some things that families like to do together?
- How is a school like a community?

Students can:

- describe how an author's word choice adds rhythm and meaning to a story.
- read to understand the author's purpose.
- use words and illustrations to determine cause and effect.
- understand figurative language.

Major projects:

- Mudge booklet
- Friendly letter to a penpal
- Create a story about a family that gets a new pet.
- Acrostic poem
- *The Year of Billy Miller* book study

Unit 2-Nature Watch

Essential Learning Target: The learners will understand and identify facts versus opinions.

Essential Questions:

- What are animal homes like?
- How can a storm be dangerous?
- What can you learn from planting a garden?

Students can:

- use text and graphic features, such as headings and captions.
- use context to determine meaning of unfamiliar vocabulary.

- analyze the characters, setting, and plot of a story.
- observe the difference between formal and informal language.
- examine narrator's point of view.
- explain the meaning of figurative language, including similes.

Major Projects:

- Write a descriptive paragraph.
- Create a story about an imaginary adventure.

Unit 5-Changes, Changes, Everywhere

Essential Learning Target: The learners will identify cause and effect in order to better comprehend what they read.

Essential Questions:

- Why are some stories told over and over again?
- How do plants grow and change?
- How is art connected to the past?

Students can:

- Identify the text's main idea and details.
- Learn about understanding characters.
- Learn how to draw conclusions.
- Recount the sequence of events in a text.

Major Projects:

- Grow a plant from seed.
- Write a paragraph that describes someone who is a good friend.
- Research report

Unit 6: What a Surprise!

Essential Learning Target: The learners will identify different characters' point of view in a given selection.

Essential Questions:

- What can you learn from reading a fairy tale?

3rd grade ELA curriculum overview for school board 2018-2019

3rd grade ELA Curriculum is called Journeys (published by Houghton Mifflin). It involves reading, writing, spelling, grammar, speaking, and listening. Students with computer access at home and at school will be able to practice skills and read the weekly story online through the ThinkCentral website, but they will also get practice at school too for those that don't have internet at home.

Each unit has a theme that's seen throughout the daily lessons that uses anchor text, vocabulary readers, close readers, and the ThinkCentral website for digital resources as well. We will have whole group mini lessons that will be co-taught and small group lessons as well. Every lesson has an essential question that is addressed.

In writing we will learn the writing process and write personal and fictional narratives, opinion, and informative pieces.

Unit 1: Good Citizen

Students will learn how to become good citizens in life and in the classroom.

Essential Learning Target: I can identify main characters in a story and describe their traits and motivations and explain how their actions contribute to the sequence of events.

We will use our acceptance unit books that we used in the past.

Unit 2: Look and Listen

Students will learn how to use their eyes and ears to better understand what they read on a deeper level.

Essential Learning Target: I can identify the relationship between a series of events using language that pertains to time and sequence. I can analyze information from illustrations and words to demonstrate understanding of the text. I can analyze specific illustrations and tell how they contribute to the characters, setting, or create mood.

Unit 3: Lessons Learned

Students will learn about rules and life lessons and why they are important.

Essential Learning Target: I can identify the central message, lesson, or moral and explain how main idea and details are used in the text.

We will still do a culture fair as in the past that also correlates to Social Studies.

Unit 4: Natural Wonders

Students will learn about the environment and how it affects their lives.

Essential Learning Target: I can identify the central message, lesson, or moral and explain how main idea and details are used in the text. I can use information from illustrations and words to demonstrate my understanding of the text. I can identify the main idea and key details.

Unit 5: Going Places

Students will learn about different ways to travel in the past, present, future, and how to be prepared for change.

Essential Learning Target: I can identify the central message, lesson, or moral and explain how main idea and details are used in the text. I can analyze information from illustrations and words to demonstrate understanding of the text. I can identify the relationship between a series of events using language that pertains to time and sequence. I can identify the main idea and key details. I can use information from illustrations and words to demonstrate my understanding of the text.

The Courage of Sarah Noble book is used in Social studies to correlate to our unit, along with our explorers unit.

Unit 6: Make Your Mark

Students will learn how the world affects them personally, as well as how having a goal and learning from adults and other students can help them be successful.

Essential Learning Target: I can identify main characters in a story and describe their traits and motivations and explain how their actions contribute to the sequence of events.

Overview of Grade 4 ELA Curriculum Journey's Houghton Mifflin Harcourt

The Fourth Grade ELA curriculum consists of six units aligned with the Wisconsin Common Core State Standards. Developing writing skills through Narrative, Informative, and Opinion writing pieces throughout the units will be practiced during a Writing Workshop format as well as across the curriculum. Learners will have the opportunity to learn and practice their vocabulary, grammar, and spelling throughout the Daily 5 structure of the Fourth Grade Learning Community. Within these ELA units we have aligned our Writing, Science, and Social Studies units to allow the learners to have a thematic approach to their learning in fourth grade.

The six units of study are as follows:

❖ Reaching Out

How do friends help each other?

What might lead a person to try to change the world?

How are books and libraries important to people and communities?

Why might people raise money for a cause?

Why do people pass down stories over the year?

❖ Tell Me More

How are performances similar to and different from written stories?

How are movies a form of communication?

How do an artists experiences affect his or her art?

What are some different ways to do research?

What does it take to be a great performer?

❖ Inside Nature

What are the benefits of studying weather?

How do natural disasters affect people?

How are the different parts of an ecosystem connected?

How do living things each have an important role in the world?

Why is it important to be informed about what is happening in our world?

❖ Unbreakable Spirit

What traits do successful people have?

How do people and animals benefit each other?

What makes a character memorable?

Why is farming important?

How do people from different cultures contribute to American History?

❖ Change it Up

How can media be a distraction?

What causes change in a community?

How do forests and trees show change?

How can animal behavior be like human behavior?

How do inventions change the way we do things?

❖ Paths to Discovery.

How does exploring nature help our understanding of the world?

Why is it important to learn about amphibians?

How do museums teach us about our world?

What can people learn by working for a cause?

What can we do to protect the environment?

Essential Standards in the Fourth Grade ELA Curriculum

Reading Literature: text evidence, summarize, story elements, figurative language, context clues, elements of drama, point of view, and make connections.

Reading Informative: inferences, summarize, text evidence, context clues, informational text structure, and interpret graphic text structure.

Language: pronouns, adverbs, auxiliary verbs, order adjectives, prepositional phrases, sentence structure, homonyms, conventions, shades of meaning, formal/informal speech, reference skills, figurative language, antonyms and synonyms.

Writing: supporting details, develop topics, dialogue, purpose, and writing process. Narrative, Informative, and Opinion writing.

Speech and Language: participate and rules for class discussions, state connections made, paraphrase, evidence with reasons, formal and informal speech for type of audience.

Overview of Grade 5 ELA Curriculum
Journey's Houghton Mifflin Harcourt

The Fifth Grade ELA curriculum is six units long, which aligns with the Wisconsin Common Core State Standards. The students will have the opportunity to practice each of the types of writing two times throughout the six units: Narrative Writing, Informative Writing, and Opinion Writing. Learners will have the opportunity to learn, practice and apply their vocabulary, spelling, and grammar as it is integrated within their writing practice.

The Six Units of study are as follows:

1) Meeting the Challenge

- How can an experiment clarify an idea?
- How can art and performance help people understand a text?
- Why is determination a good quality for a politician to have?
- How can being active in sports improve someone's attitude?
- How can overcoming a challenge change someone's life?

2) Wild Encounters

- Why is it important to research and protect endangered animals?
- How can dangerous situations bring people closer together?
- What reasons do people have for protecting the environment?
- How can an act of courage reveal a person's true nature?
- What can a scientist learn by observing the behaviors of a particular animal?

3) Revolution:

- What can individuals do to help shape a new government?
- How can people's differences of opinion lead to a revolution?
- How can individual acts of bravery shape history?
- What events or feelings would lead someone to fight for freedom?
- How are patriotism and courage related?

4) The Power of Storytelling

- In what ways can illustrations enhance a reader's experience?
- What role does imagination play in the invention process?
- What do facts and opinions contribute to a story?
- Why is it important to be aware of your community's needs?
- What can a person learn by building a relationship with an animal?

5) Under Western Skies

- What does it mean to have good instincts?
- How can traditions influence a person's thought and feelings?
- What kinds of lessons were learned by people who lived in the old west?
- Why would a pioneer traveler record events in a journal?
- How did explorers help America become the country it is today?

6) Reading Adventures

- What can people learn by reading about how different animals adapt and survive?
- What lessons can we learn from other cultures?
- How does the study of fossils relate to our everyday lives?
- Why are people fascinated by nature?
- What traits help make a person good at solving problems?

6th Grade English Curriculum Overview

August 2018

Teachers: Andi English, Hailey Warner, Tina Higgins

Unit Theme	Focus Skills & Standards	Literature	Major Writing Assessments
<p><u>Unit 1: Turning Points</u> <u>Estimated Time: 45 Days</u></p> <p>Essential Question: What happens when life changes direction?</p> <p>Essential Learning Targets: Write routinely over shorter or extended periods of time. Determine an author's point of view and their purpose for writing. Determine central idea or theme of a given text. Cite evidence accurately from a text to support analysis.</p>	<p>Reading Literature (RL.6.1, RL.6.2, RL.6.4, RL.6.6) Citing textual evidence Theme Point of View</p> <p>Reading Informational Text (RI.6.1, RI.6.5, RI.6.6) Key ideas and details</p> <p>Writing (W.6.3) Narrative writing</p> <p>Speaking and Listening (SL.6.1) Academic discussion</p> <p>Language (L.6.4, L.6.5, L.6.6) Figurative language Academic vocabulary</p>	<p>-Hatchet (Full Text) -Guts: The True Stories Behind Hatchet and the Brian Books -The Pigman -Island of the Blue Dolphins -I Never Had It Made -The Story of My Life -The Road Not Taken</p> <p>If Time: -Dragonwings -Warriors Don't Cry -Eleven</p>	<p>Narrative Writing (Make Rubric)</p> <hr/> <ol style="list-style-type: none"> 1. Study Guides 2. Vocabulary 3. Grammar Tests & IXL 4. ABC Journals

<p>Unit 2: Dare to Dream Estimated Time: 45 Days</p> <p>Essential Question: How can ordinary people lead extraordinary lives?</p> <p>Essential Learning Targets: Write complete sentences to a prompt. Use conventions of standard English grammar when writing. Publish a writing piece using technology. Develop an organized informational writing piece to convey content.</p>	<p>Reading Literature (RL.6.3, RI.6.5) Story development Author word choice</p> <p>Reading Informational Text (RI.6.1, RI.6.3, RI.6.4, RI 6.8, RI.6.9) Structure of informational text Compare and contrasts events from another author Determine key details and ideas of an event Evaluate author's word choice</p> <p>Writing (W.6.2, W.6.5, W.6.6, W.6.10) Informative writing Research Writing process</p> <p>Speaking and Listening(SL.6.1) Academic discussion</p> <p>Language (L.6.1, L.6.2, L.6.5) Grammar Parts of Speech Conventions Spelling</p>	<p>Reading workshop (options) 1. <i>Harris and Me</i> 2. <i>The Lion the Witch and the Wardrobe</i> 3. <i>City of Ember</i></p> <p>-Scholastic Scope Magazine</p> <p>Mentor texts: -<i>Dare to Dream!</i> 25 <i>Extraordinary Lives</i> -<i>Wilma Unlimited</i></p>	<p>Biography - Informative</p> <hr/> <ol style="list-style-type: none"> IXL - Word Study ABC Journal <p>Reading Workshop Project</p>
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<p>Unit 3: Our Heroes Estimated Time: 45 Days</p> <p>Essential Question: What does it mean to be a hero?</p> <p>Essential Learning Targets: Evaluate a speaker or writer's argument with supporting details to their claim. Write an argument with clear reasons to support said argument. Determine unknown words or phrases using context clues. Conduct short research projects from multiple sources to answer a question. Gather information from print and digital sources. Assess credibility of sources. Paraphrase research and data to avoid plagiarism. Interpret information to support analysis, reflection and research.</p>	<p>Reading: Literature (RI.6.9) Compare and contrast similar texts</p> <p>Reading: Informational Text (RI.6.3, RI.6.4, RI.6.8, RI.6.9) Compare and contrasts events from another author Determine key details and ideas of an event Evaluate author's word choice</p> <p>Writing (W.6.1, W. 6.2, W.6.4, W.6.7, W.6.8) Write arguments with relevant evidence Organization Research on a topic from print and digital sources</p> <p>Speaking & Listening (SL.6.5) Use multimedia to convey information</p> <p>Language (L.6.3, L.6.4) Use reference materials to determine definitions and parts of speech Writing conventions and punctuation</p>	<p>-Freedom Walkers: The Story of the Montgomery Bus Boycott (Full Text) -Rosa Parks: My Story -The Story Behind the Bus -Rosa -Sunrise Over Fallujah -Celebrities as Heroes -Eleanor Roosevelt: A Life of Discovery -Eleanor Roosevelt and Marian Anderson -My Father is a Simple Man</p> <hr/> <p>-The Great Serum Race -Non-Fiction Articles</p>	<p>Argumentative Writing Project</p> <hr/> <ol style="list-style-type: none"> 1. Iditarod Inquiry Project 2. Vocab 3. IXL 4. ABC Journal
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<p>Unit 4: Ancient Realms Estimated Time: 45 Days</p> <p>Essential Question: How does history inform and inspire us?</p> <p>Essential Learning Targets: Determine central idea or theme of a given text. Summarize a given text accurately using details from the text. Describe a speaker's argument/claims with supporting reasons. Compare and contrast a text with different modes of literacy (whether verbal, written, or digital).</p>	<p>Reading: Literature (RI.6.7, RI.6.10) Compare and contrast reading, listening and/or viewing</p> <p>Reading Informational Text (RI.6.2, RI.6.7, RI.6.10) Analyze information presented in different media/formats Summarize central idea</p> <p>Writing (W.6.2) Research on a topic from print and digital sources</p> <p>Speaking & Listening (SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6) Informational speech Reflection</p> <p>Language (L.6.3, L.6.4) Use reference materials to determine definitions and parts of speech Writing conventions and punctuation</p>	<ul style="list-style-type: none"> -Hatshepsut: His Majesty, Herself -Book of the Dead -Book of Exodus -A Short Walk Around the Pyramids and -Through the World of Art -Aesop's Fables -The Lightning Thief -Perseus -The Myth of Perseus -Black Ships Before Troy -Mythology: Timeless Tales of Gods and Heroes -The Hero Schliemann: The Dreamer Who Dug for Troy 	<p>Argumentative</p> <hr/> <ol style="list-style-type: none"> 1. Vocab 2. IXL 3. ABC Journal
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7th Grade ELA Curriculum Overview

August 2018

Teachers: Andi English, Hailey Warner, & Tina Higgins

Unit	Focus Skills & Standards	Major Texts	Major Assessments
<p>Quarter 1 Theme Finding Yourself</p> <p>Time: 45 days</p> <p>Essential Questions Who am I as an individual and a student? How does a character's identity change through life and societal circumstances?</p> <p>Essential Learning Targets: Identify words in a text and their figurative meaning. Compare and contrast a written story to a different medium (audio, video, or other multimedia). Write a narrative of real or imagined events using details and following a chronological order. Engage in a range of discussions. Small group, whole group and one-on-one. Use conventions of standard English grammar when writing.</p>	<p>Reading (RL.7.1, RL.7.7) -Citing textual evidence -Inferences -Compare and contrast text & media</p> <p>Reading Informational (RI.7.3, RI.7.4, RI.7.6) -Identify the point of view of a text -Figurative language -Main idea and theme</p> <p>Writing (W.7.3, W.7.4, W.7.5, W.7.6) -Creative narrative -Organization -Descriptive details and dialogue</p> <p>Speaking and Listening (WL.7.1) -Academic discussion</p> <p>Language (L.7.1, L.7.3, L.7.4, L.7.6) -Vocabulary -Nouns & Verbs -Writing conventions</p>	<p><i>Touching Spirit Bear</i> <i>The Outsiders</i></p>	<p>-Creative short story -Grammar Assessments -Vocabulary</p>

<p>Quarter 2 Theme Overcoming Obstacles</p> <p>Time: 45 Days</p> <p>Essential Questions How can I overcome obstacles in my personal life? How do different characters respond to various obstacles in their lives? Which responses are the most wise & effective, and why?</p> <p>Essential Learning Targets:</p> <p>Use language to communicate through writing, speaking, and listening.</p> <p>Determine the meaning of words as they are used in the text.</p> <p>Analyze the response of characters to events.</p> <p>Determine an author's point of view and how it affects the tone of the story.</p>	<p>Reading (RL.7.3, RL.7.6, RL.7.9)</p> <ul style="list-style-type: none"> -Compare and contrast fiction & non-fiction -Analyze interactions of story elements -Point of view (multiple narrators) <p>Reading Informational(RI.7.3, RI.7.5, RI.7.9):</p> <ul style="list-style-type: none"> -Describe interactions between characters and events -Author's purpose -Author's writing about the same topic/idea and how they compare and differ <p>Writing (W.7.4, W.7.6)</p> <ul style="list-style-type: none"> -Demonstration speech -Domain-specific vocabulary and phrases <p>Speaking and Listening (SL.7.1, SL.7.4, SL.7.5, SL.7.6)</p> <ul style="list-style-type: none"> -Public speaking -Collaborative discussion -Present ideas using a variety of multimedia <p>Language(L.7.1, L.7.3):</p> <ul style="list-style-type: none"> -Vocabulary, Pronouns, & Sentence Parts -English conventions 	<p><i>Leon's Story</i></p> <p><i>Roll of Thunder, Hear My Cry</i></p> <p><i>Uprising</i></p>	<ul style="list-style-type: none"> -Demonstration speech -Grammar Assessments -Vocabulary
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Unit	Focus Skills & Standards	Major Texts	Projects
<p>Quarter 3 Theme Doing the Right Thing</p> <p>Time: 45 Days</p> <p>Essential Questions How can I know what is the right thing to do in different life situations, and how can I find the courage to do what is right? How do different characters struggle with ethical issues? Which characters make the right decisions, and why?</p> <p>Essential Learning Targets: Evaluate an argument in a text. Analyze the interactions of characters in response to events. Use domain-specific vocabulary to write about events. Develop a thesis statement for a writing piece. Use language to communicate through writing, speaking, and listening. Determine the meaning of words as they are used in the text.</p>	<p>Reading (RI.7.2) -Theme -Evaluate argument</p> <p>Reading Informational (RI.7.1, RI.7.8, RI.7.7, RI.7.5): -Cite Textual Evidence -Trace & Evaluate an Argument -Analyze the Structure of a Text -Analyze Text to Audio</p> <p>Writing (W.7.1, W.7.4, W.7.5, W.7.6, W.7.9, W.7.10) -Persuasive essay with thesis statement -Provide evidence and relevant details -Organization/Revisions</p> <p>Speaking and Listening (SL.7.2, SL.7.3) -Academic discussion -Present information with main ideas and details -Make claims with relevant evidence</p> <p>Language (L.7.2, L.7.3, L.7.5, L.7.6) -Vocabulary -Adjectives, Adverbs, & Sentence Structure</p>	<p>Poetry Related Poetry <i>Bystander</i> <i>Chasing Lincoln's Killer</i></p>	<p>-Poetry writing -Persuasive essay with thesis -Grammar Assessments -Vocabulary</p>

<p>Quarter 4 Theme The World at War (WWII Through the Eyes of Literature)</p> <p>Time: 45 Days</p> <p>Essential Questions What makes a hero? How can characters overcome societal restrictions or stereotypes to make a difference in their world? How can characters find hope in seemingly hopeless situations?</p> <p>Essential Learning Targets: Support claims with evidence and details.</p> <p>Engage in a range of discussions (small group, whole group, on-on-one).</p> <p>Analyze how two or more authors during the same time period experienced different trials.</p> <p>Gather information from print and digital sources.</p> <p>Assess credibility of sources.</p> <p>Paraphrase research and data to avoid plagiarism.</p> <p>Interpret information to support analysis, reflection and research.</p>	<p>Reading (RI.7.5, RI.7.4) -Analyze structure -Figurative & connotative meanings</p> <p>Reading Informational (RI.7.2, RI.7.10): -Determine the Central Idea of a Text -Read and Comprehend Informational Text</p> <p>Writing (W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, W.7.9) -Write an Informative Text -Develop and Organize Writing for a Specific Audience -Use Technology to Produce Writing -Conduct Research -Gather Relevant Information -Gather Evidence to Support Research</p> <p>Speaking and Listening (SL.7.4, SL.7.5, SL.7.6) -Present Claims and Findings Aloud -Use Multimedia to Present an Argument -Demonstrate Command of Formal English</p> <p>Language (L.7.1, L.7.2, L.7.5, L.7.6) -Vocabulary, Conjunctions, Interjections, Prepositions, Punctuation -Collaborative discussions -Text to media comparisons</p>	<p><i>Code Talker</i> <i>Night</i> Related Poetry</p>	<p>-Research-based informational speech on student-selected WWII topic</p> <p>-Grammar Assessments</p> <p>-Vocabulary</p>
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8th Grade English Curriculum Overview

August 2018

Teachers: Andi English & Hailey Warner

Unit	Focus Skills & Standards	Literature	Major Assessments
<p>Unit 1: Suspense Time: 45 Days</p> <p>Essential Question: What attracts us to stories of suspense?</p> <p>Essential Learning Targets:</p> <ul style="list-style-type: none"> - Analyze elements of literature in text. - Cite textual evidence to support a response in writing - Write using descriptive details - Engage in collaborative discussion 	<p>Reading (RI.8.1, 8.2, 8.3, 8.6):</p> <ul style="list-style-type: none"> -Analyze elements of literature -Cite text evidence -Determine theme or central idea -Analyze how lines of dialogue propel action or reveal character -Analyze how differences in point of view create effects such as humor or suspense <p>Writing (W.8.2, W.8.3, W.8.4, W.8.5, W.8.6)</p> <ul style="list-style-type: none"> -Use technology to produce writing -Develop real or imagined events -Descriptive details, order of events <p>Reading Informational Text (RI.8.1, RI.8.4):</p> <ul style="list-style-type: none"> -Determine author's point of view -Citing Textual Evidence <p>Language (L.8.1, L.8.2, L.8.3):</p> <ul style="list-style-type: none"> -Writing conventions -Vocabulary <p>Speaking and Listening(SL.8.4, SL.8.5):</p> <ul style="list-style-type: none"> -Collaborative discussion 	<p>-Let 'Em Play God</p> <p>-The Monkey's Paw</p> <p>-Sorry, Wrong Number</p> <p>-Violence in the Movies: Real Suspense or Hollywood Gone Too Far?</p> <p>-A Night to Remember</p> <p>-Cujó</p> <p>-The Cay - Full Novel</p> <p>-Lord of the Flies</p> <p>-Ten Days in a Mad-House</p> <p>-The Tell-Tale Heart</p> <p>-Tell Tale Heart (Act Out)</p> <p>-Annabel Lee</p> <p>-The Bells</p> <p>-That Was Then This Is Now (if Time)</p>	<p>-Constructed Responses</p> <p>-Suspenseful Play (Based off a chosen short story)</p> <p>-Reading Comprehension</p> <p>-Vocabulary</p>

<p>Unit 2: The Powers That Be Time: 45 Days</p> <p>Essential Question: What should be the principles of a just society?</p> <p>Essential Learning Targets: -Evaluate an argument with supporting details. -Develop a narrative piece with descriptive details -Compare a text to a film and evaluate the similarities and differences. -Cite text evidence to support a topic/idea -Hold discussions in a whole group, small group and one-on-one.</p>	<p>Reading (RI.8.9, RI.8.4): -Analyze elements of literature -Determine meanings of words and phrases -Analyze the extent to which a filmed production of a story stays true to the original text</p> <p>Reading Informational Text (RI.8.6, RI.8.8): -Analyze an author's conflicting viewpoints -Evaluate an argument</p> <p>Writing (W.8.2, W.8.4, W.8.7, W.8.8, W.8.9): -cite text evidence -develop a topic with facts and details -develop an argument with relevant information</p> <p>Language (L.8.4): -Determine & Clarify the meanings of unknown words</p> <p>Speaking and Listening (SL.8.1, SL.8.2): -Collaborative discussion -Analyze ideas in different media</p>	<ul style="list-style-type: none"> -Gladiator -The Lottery -<i>The Giver - Full Novel</i> -The Wise Old Woman -Nothing to Envy: Ordinary Lives in North Korea* -Feed -The Hunger Games -The Words We Live By: Your Annotated Guide to the Constitution -I, Too Sing America -Reality TV and Society* 	<ul style="list-style-type: none"> - Narrative Essay - The Giver Scene Extension - Reading Focus Skill - Greek & Latin Root Vocab -Comprehension Checks
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<p>Unit 3: Finding Your Voice in Today's World Time: 45 Days</p> <p>Essential Question: How can I educate myself on today's world and form my own beliefs and opinions?</p> <p>Essential Learning Targets: -Write arguments to support claims with clear reasoning and relevant evidence.</p> <p>-Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p>-Assess credibility and accuracy of sources</p> <p>-Quote or paraphrase data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Reading (RL.8.9, RI.8.4): -Analyze elements of literature -Determine meanings of words and phrases</p> <p>Writing (W.8.1, W.8.2B, W.8.8 8.10): -Cite textual evidence -Making Inferences -Introduce and support a claim -Develop a topic with facts, details and supportive information -Conduct research</p> <p>Reading Informational Text (RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.9): -Determine a Central Idea -Analyze connections between texts, events, individuals, etc. -Analyze 2 texts with conflicting arguments -Analyze a paragraph within a text -Evaluate different mediums with the same topic</p> <p>Speaking and Listening (SL.8.1, SL.8.3, SL.8.4): -Academic discussion -Collaborative group work -Convey information using a different medium</p> <p>Language (L.8.1, L.8.3): -Vocabulary -Grammar (Parts of Speech Review)</p>	<p>-Crossing the Wire - Full Novel -Various non-fiction articles about illegal immigration and modern-day slavery</p>	<p>- Persuasive essay about illegal immigration - Modern-day slavery social action group project</p>
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<p>Unit 4: Self Image Time: 45 Days</p> <p>Essential Question: How do I perceive myself, and who do I want to become in my future?</p> <p>Essential Learning Targets: - Make a claim to persuade readers and support that claim with clear reasoning and relevant evidence. - Analyze how a modern work of fiction draws on religious works. - Explore the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text. - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Reading (R.L.8.3, R.L.8.7, R.L.8.9): Analyze dialogue in literature Determine figurative & connotative meanings Analyze film vs. text</p> <p>Writing (W.8.4, W.8.10): Produce writing for a specific audience</p> <p>Speaking and Listening (SL.8.1, SL.7.1): -Academic discussion -Use multimedia to display information</p> <p>Language (L.8.1A, L.8.5A, L.8.6): -Demonstrate conventions -Verbs and verbals -Figurative language -Acquire grade appropriate vocabulary</p> <p>Reading Informational Text (RI.8.10): -Read & Comprehend Literary Non-Fiction</p>	<p>-Speak - Full Novel -Gym Candy - Full Novel</p>	<ul style="list-style-type: none"> • <i>Speak</i> symbolism portfolio • Self image digital presentation (informative)
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**English 9
Curriculum Overview
August 2018**

Unit Theme	Essential Question	Literature	Major Assessments
Dreams and Aspirations	<p>What makes a dream worth pursuing?</p> <p>How will studying a common theme represented in multiple texts deepen my understanding of the world around me?</p> <p>What conclusions can I draw from reading multiple texts about a common theme?</p>	<p>The Necklace</p> <p>New Directions</p> <p>Of Mice and Men</p> <p>Sympathy</p> <p>I Know Why the Caged Bird Sings</p> <p>Only Daughter</p> <p>The Voice That Challenged a Nation</p> <p>“We Choose to Go to the Moon”</p>	<p>Study Sync reading formatives and summative test</p> <p>“The Necklace” summative</p> <p>Informative essay</p> <p>Research project</p>
“All for Love”	<p>How are we affected by the power of love?</p> <p>How does reading a tragic drama contribute to personal enrichment, inquiry, and problem solving?</p> <p>How does my understanding of a text deepen my understanding of related texts in diverse formats?</p>	<p>The Tragical History of Romeus and Juliet</p> <p>The Tragedy of Romeo and Juliet</p> <p>The Raven</p> <p>Why We Love: The Nature and Chemistry of Romantic Love*</p> <p>The Gift of the Magi</p> <p>Romantic Love: Reality or Myth?*</p>	<p>Study Sync reading formatives and summative test</p> <p>The Tragedy of Romeo and Juliet Act II & Act III summatives</p> <p>“The Gift of the Magi” summative</p> <p>Figurative Language assessment</p>

English 10 Curriculum Overview

August 2018

Theme	Essential Question(s)	Literature	Major Writing Assessments
Morals & Ethics	What is morally right? How does the government and media influence our lives?	<ul style="list-style-type: none"> - Unwind - "Harrison Bergeron" - Current Events Articles 	Persuasive Speeches
Destiny & Control	How much of what happens in our lives do we actually control?	<ul style="list-style-type: none"> - Macbeth - The Sports Gene - Outliers: The Story of Success - Into the Wild (Excerpt) - "Invictus" 	Narrative Essay
Empathy	How does human compassion inform our understanding of the world? How do we best express empathy?	<ul style="list-style-type: none"> - To Kill a Mockingbird - "Marigolds" - The Jungle (Excerpt) - "Statement on the Assassination of Martin Luther King, Jr." - Civil Rights News Articles 	Informational Essay
Choice Novels	How do I choose a text that is the right fit for me? How can I create annotations while reading to deepen my understanding of a text?	<ul style="list-style-type: none"> - Novel of their choice 	Literary Analysis/ Reflection Essay

11th Grade English Curriculum Overview

August 2018

Theme	Essential Question(s)	Literature	Major Writing Assessments
We the People	What shaped America's early identity?	<ul style="list-style-type: none"> - The Crucible - Of Plymouth Plantation - The Scarlet Letter (Excerpt) - "Fear, Hysteria, and the News" - The Declaration of Independence - "You Witch!" - "Are You Now or Were You Ever" 	Informational Essay
Modern Times	How was being American redefined in the 20th century?	<ul style="list-style-type: none"> - The Great Gatsby - Z (Excerpt) - "Any Human to Another" - The Epic of America (Excerpt) 	Literary Analysis Essay
American Identity Today (Literature Circles)	What does it mean to be an American today?	<p>Students will choose between:</p> <ul style="list-style-type: none"> - <i>The Help</i> - <i>The Hate U Give</i> - <i>Ball Don't Lie</i> - <i>The Things They Carried</i> - <i>All American Boys</i> - <i>Friday Night Lights</i> - <i>Piecing Me Together</i> - <i>The Glass Castle</i> 	Book Reflection Essay Personal Narrative

English 12 Curriculum Overview

August 2018

Theme	Essential Question(s)	Literature	Major Writing Assessments
Social Awareness and Teen Issues	What are individual roles within a group? What issues do teenagers face today and why?	- The Chocolate War - "The Love Song of J. Alfred Prufrock."	Personal Narrative
Career Skills and Senior Reflection	What do I need to do to be successful in the future (college or career)? What did I learn in high school that I can transfer into my life after graduation?	- Persuasive letters - Email etiquette - Business ethics - Dropout Nation Documentary	Senior Paper Persuasive Letter
Timeless Topics in Literature	What qualities and traits are necessary for survival?	- The Call of the Wild - White Fang (Excerpt) - Call of the Klondike video	Personal Narrative
Reading and Responding to Narrative Texts (Sports Narratives)	What do sports teach us about life?	- "Attitude" - "Who's on First" - "Ballad of a Ballgame" - "Lou Gehrig" - "Great Day for Baseball in the 90s" - "Casey at Bat" - "Jackie Robinson" - watch 42 - "Cut" - Grit TED Talk	Talent vs Grit Essay

Pre-College English Curriculum Overview

August 2018

Theme	Essential Question(s)	Literature	Major Writing Assessments
Literary Nonfiction	<p>When are we not responsible for our own beliefs or behaviors?</p> <p>What elements make a work a creative or literary nonfiction?</p>	<p>- In Cold Blood</p> <p>- Serial podcast</p> <p>- Informational articles</p>	Informational Essay
Literary Themes From Around the World	<p>Is it ever appropriate or necessary to remain a silent bystander when someone is being hurt?</p> <p>What can we learn from other cultures?</p>	<p>- The Kite Runner</p> <p>- "Timeline of Afghanistan"</p> <p>- Literature Circles (World Literature Book Options)</p>	Literary Analysis Essay
Reading and Responding to Narrative Essays and Short Stories	<p>How does literature contribute to an understanding of ourselves and others?</p>	<p>- "The Black Cat"</p> <p>- "The Scarlet Ibis"</p> <p>- "The Interlopers"</p> <p>- "Champion of the World"</p> <p>- "On Compassion"</p> <p>- "Homeless"</p> <p>- "The Lottery"</p> <p>- "Thank You Ma'am"</p>	<p>Personal Narrative Essay</p> <p>Creative Short Story</p>
Reading Science Fiction	<p>What are issues that we see in society today?</p> <p>How do we come to terms with an imperfect and contradictory society?</p>	<p>- Feed</p> <p>- "The Veldt"</p> <p>- "Robot Dreams"</p> <p>- "Marionettes, Inc."</p> <p>- "Supertoys Last All Summer Long"</p>	Persuasive Essay