

Grade 9 ELA Curriculum Guide: Scope and Sequence

Bond County District 2—Greenville High School

Class: English I

Course Length: Two Semesters

First Semester			Second Semester		
Unit	Texts	Educational Focus	Unit	Texts	Educational Focus
Research Paper	Guided Biography	<ul style="list-style-type: none"> ● Narrowing of Research Topic ● Evaluating Sources ● MLA Guidelines ● Plagiarism ● Summarizing, Paraphrasing, and Direct Quotes ● Thesis Statement, Topic Sentences, and Hooks 	Drama	Romeo and Juliet	<ul style="list-style-type: none"> ● Elements of the Renaissance ● Vocab ● Direct/Indirect Characterizations ● Literary Elements ● Conflict Analysis ● Multiple Media Compare and Contrast
Novel Unit	Animal Farm	<ul style="list-style-type: none"> ● Vocab ● Direct/Indirect Characterizations ● Literary Elements ● Conflict Analysis ● Multiple Media Compare and Contrast ● Allegorical Connections 	Epic	Odyssey	<ul style="list-style-type: none"> ● Elements of Greek Epic ● Characteristics of the Epic Hero ● Vocab ● Conflict Analysis ● Direct/Indirect Characterizations ● Chronology
	Swallowing Stones	<ul style="list-style-type: none"> ● Vocab ● Direct/Indirect Characterizations ● Literary Elements ● Conflict Analysis ● Special Focus on Internal Conflict ● Extended Metaphor 		Greek Mythology	<ul style="list-style-type: none"> ● Gods and Goddesses ● Study of the Myth ● Vocab
Grammar		<ul style="list-style-type: none"> ● Diagramming ● Parts of Speech ● Sentence Structure ● Punctuation Usage 	Grammar		<ul style="list-style-type: none"> ● Diagramming ● Parts of Speech ● Sentence Structure ● Punctuation Usage

Grade 10 ELA Curriculum Guide: Scope and Sequence

Bond County District 2—Greenville High School

Class: English II A-B

Course Length: One Semester Each

First Semester (A)			Second Semester (B)		
Unit	Texts	Educational Focus	Unit	Texts	Educational Focus
Drama	Julius Caesar	<ul style="list-style-type: none"> • Elements of the Renaissance • Vocab • Direct/Indirect Characterizations • Literary Elements • Conflict Analysis • Multiple Media Compare and Contrast 	Poetry	Various Poetic Examples	<ul style="list-style-type: none"> • Poetic Forms • Poetic Devices • Poetry Writing
Research	Persuasive	<ul style="list-style-type: none"> • Ethical Use of Modes of Argumentation • Formulate a Logical Argument • Ethical Address of Counter-Argument • MLA Standards • Narrowing of Research Topic • Evaluating Sources • MLA Guidelines • Plagiarism • Summarizing, Paraphrasing, and Direct Quotes • Thesis Statement, Topic Sentences, and Hooks 	Novel	<i>Night</i>	<ul style="list-style-type: none"> • Vocab • Direct/Indirect Characterizations • Literary Elements • Conflict Analysis • Diction
Medieval	“The Crowning of King Arthur”	<ul style="list-style-type: none"> • Characteristics of the Medieval Romance • Chivalry • Vocab • Direct/Indirect Characterizations • Conflict Analysis 	American Dream	Harrison Bergeron	<ul style="list-style-type: none"> • Characteristics of the American Dream • Vocab • Direct/Indirect Characterizations • Literary Elements • Conflict Analysis • Diction
				Only Daughter	
				Montgomery Boycott	
	“Sir Lancelot du Lake”	<ul style="list-style-type: none"> • Characteristics of the Medieval Romance • Chivalry • Vocab • Direct/Indirect Characterizations • Conflict Analysis 	Drama	Antigone	<ul style="list-style-type: none"> • Characteristics of Greek Drama • Oedipus Myth • Vocab • Direct/Indirect Characterizations • Literary Elements • Conflict Analysis
	“The Acts of King Arthur”	<ul style="list-style-type: none"> • Characteristics of the Modern Medieval Romance • Literary Devices • Vocab • Direct/Indirect Characterizations • Conflict Analysis • Special Focus on Internal Conflict 			

Grade 10 ELA Curriculum Guide: Scope and Sequence

Bond County District 2—Greenville High School

Class: English II A-B Honors

Course Length: One Semester Each

First Semester (A)				Second Semester (B)			
Unit	Texts	Educational Focus	Advanced Additions	Unit	Texts	Educational Focus	Advanced Additions
Summer Reading	TKAM	<ul style="list-style-type: none"> ● Expression of Themes ● Social and Moral Values (now and then) ● Personal Expression ● Going Against the Grain ● Education (formal and informal) ● Prejudice and Social Injustice ● Fear and Ignorance ● Courage in the Face of Adversity ● Biases ● Stereotype Threat ● Historical Context ● Character Growth and Moral Development 		Mood and Imagery	The Raven	<ul style="list-style-type: none"> ● Creation of Mood in Writing ● Advanced Imagery Analysis ● Author's Tone ● Unreliable Narrator ● Horror v Terror 	
					The Pit and the Pendulum		
Drama	Julius Caesar	<ul style="list-style-type: none"> ● Elements of the Renaissance ● Vocab ● Direct/Indirect Characterizations ● Literary Elements ● Conflict Analysis ● Multiple Media Compare and Contrast 		Poetry	Various Poetic Examples	<ul style="list-style-type: none"> ● Poetic Forms ● Poetic Devices ● Poetry Writing 	<ul style="list-style-type: none"> ● Rhyme ● Meter ● Prosody ● Scanning ● Defining Poetry ● Structure ● Writing Free Verse ● Writing Sonnets ● Allegorical Poems
Research	Social Issues	<ul style="list-style-type: none"> ● Prewriting: Cathartic Essay on Personal Feelings ● Ethical Use of Modes of Argumentation ● Formulate a Logical Argument ● Ethical Address of Counter-Argument ● MLA Standards ● Narrowing of Research Topic ● Evaluating Sources ● MLA Guidelines ● Plagiarism ● Summarizing, Paraphrasing, and Direct Quotes ● Thesis Statement, Topic Sentences, and Hooks ● Logical Fallacies ● Cognitive Biases ● Rogerian Argument ● Reflection Essay: Changed Perspective and 		Novel	<i>Night</i>	<ul style="list-style-type: none"> ● Vocab ● Direct/Indirect Characterizations ● Literary Elements ● Conflict Analysis ● Diction 	<ul style="list-style-type: none"> ● In-Depth History of the Holocaust

		Learning					
Medieval	"The Crowning of King Arthur"	<ul style="list-style-type: none"> • Characteristics of the Medieval Romance • Chivalry • Vocab • Direct/Indirect Characterizations • Conflict Analysis 		American Dream	Tolerance	<ul style="list-style-type: none"> • Characteristics of the American Dream • Vocab • Direct/Indirect Characterizations • Literary Elements • Conflict Analysis • Diction • Nature v Nurture 	<ul style="list-style-type: none"> • Nature v Nurture • Creation of Identity • Problems and Solutions re the American Dream • Borders • Exile • Love and Tolerance • Idealism v Romanticism
					Montgomery Boycott		
	"Sir Lancelot du Lake"	<ul style="list-style-type: none"> • Characteristics of the Medieval Romance • Chivalry • Vocab • Direct/Indirect Characterizations • Conflict Analysis 		Irony and Theme	Antigone	<ul style="list-style-type: none"> • Characteristics of Greek Drama • Oedipus Myth • Vocab • Direct/Indirect Characterizations • Literary Elements • Conflict Analysis • Theme Analysis 	
					Oedipus Plays		
Harrison Bergeron					<ul style="list-style-type: none"> • Situational Irony • Theme Analysis • Defining Freedom • Defining Democracy • Defining Equality 		
"The Acts of King Arthur"	<ul style="list-style-type: none"> • Characteristics of the Modern Medieval Romance • Literary Devices • Vocab • Direct/Indirect Characterizations • Conflict Analysis • Special Focus on 			Interlopers	<ul style="list-style-type: none"> • Analysis of Theme • Analysis of Irony • Conflict • Cause and Effect Analysis 		

		Internal Conflict					
	SGGK		<ul style="list-style-type: none"> • History and Legend • Metaphorical Concepts • Christian v Pagan • Stanzas and Cycles of Nature • Joseph Campbell's Heroic Archetype 	Novel	Fahrenheit 451		<ul style="list-style-type: none"> • Censorship • Sociological Perspectives • Tie between Crime and Illiteracy • New Doors • Empathy • Correlation and Causation
Gram	<ul style="list-style-type: none"> • Active v Passive Language • Concise Language • Removal of Absolutes • Removal of Slang • Empty Intensifiers • Removal of Coordinating Conjunctions 			Novel	A Separate Piece		<ul style="list-style-type: none"> • Bildungsroman • SocioGram • Character Relationships

Grade 11 ELA Curriculum Guide: Scope and Sequence
Bond County District 2—Greenville High School

Class: American Literature and Composition

Course Length: Two Semesters

First Semester			Second Semester		
Unit	Texts	Educational Focus	Unit	Texts	Educational Focus
Puritan	“Sinners in the Hands of an Angry God”	<ul style="list-style-type: none"> • Modes of Persuasion • Tone • Imagery • Puritan Virtues 	Research Paper	Literary Criticism	<ul style="list-style-type: none"> • Connection of Theme • Academic Sources • Outlining • Supporting Claims • MLA Formatting • Thesis Construction • Editing and Revising • Works Cited • Paragraph Construction • Flow • Relevancy
	<i>The Crucible</i>	<ul style="list-style-type: none"> • Tone • Imagery • Puritan Virtues • Character Development • Conflict Analysis • The Tragic Hero • Inference • Foreshadowing • Action Reasoning 	Short Story	“The Lottery”	<ul style="list-style-type: none"> • Direct and Indirect Characterizations • Literary Elements • Plot • Theme • Conflict Analysis • Elements of the Short Story • Characteristics of Realism, Regionalism, and Naturalism • Symbolism
	“Half-Hanged Mary”	<ul style="list-style-type: none"> • Historical Fiction • Chronology • Free-Verse Poetry • Stereotyping 		“The Story of an Hour”	
	“The Minister’s Black Veil”	<ul style="list-style-type: none"> • Puritan Virtues • Symbolism • Conflict Analysis • Character Development 		“Desiree’s Baby”	
				“To Build a Fire”	
Romanticism and Transcendentalism	“The Devil and Tom Walker”	<ul style="list-style-type: none"> • Inference • Motives • Allegorical Myth/Legend • Faustian Bargain • Cause and Effect 		“A Wagner Matinee”	
				“The Outcasts of Poker Flat”	
	“The Road Not Taken”	<ul style="list-style-type: none"> • Poetic Analysis • Importance of Choices • Self-Reflection • Consequences 	Drama	Our Town	<ul style="list-style-type: none"> • Tone • Imagery • Themes • Action and Reaction • Character Development

	"An Occurrence at Owl Creek"	<ul style="list-style-type: none"> • Fantasy v Reality • Imagery • Irony • Idealization of the Protagonist • Close Reading 		A Streetcar Named Desire	<ul style="list-style-type: none"> • Conflict Analysis • The Tragic Hero • Inference • Foreshadowing • Action Reasoning • Understanding Racism and Sexism • Carpe Diem • Mental Illness • Domestic Violence • The American Dream • The Everyman's Town • Realism, Regionalism, Naturalism
	Self-Reliance	<ul style="list-style-type: none"> • Non-Fiction • The Good of the Individual • Importance of Nature 		A Raisin in the Sun	
	Nature		Novel	Of Mice and Men	<ul style="list-style-type: none"> • Imagery • Themes • Action and Reaction • Character Development • Conflict Analysis • Foreshadowing • Action Reasoning • Understanding Racism and Sexism • Carpe Diem • Mental Illness • Domestic Violence • The American Dream • Responsibility • Love
	Walden		Poetry	Various Poems	<ul style="list-style-type: none"> • Poetic Forms • Poetic Devices • Poetry Writing • Denotation and Connotation • Mood • Tone • Diction • Syntax
Slave Narratives	Unchained Memories	<ul style="list-style-type: none"> • Non-Fiction • Understanding First Person Point of View • Remembering History • Present Relevance • Tolerance • Multiculturalism • Feminism • Oral Tradition 			
	The Life of Olaudah Equiano				
	My Bondage, My Freedom				
	And Ain't I a Woman				
	Spirituals				

Grade 11 ELA Curriculum Guide: Scope and Sequence
Bond County District 2—Greenville High School
 Class: American Literature and Composition Honors
 Course Length: Two Semesters

First Semester			Second Semester		
Unit	Texts	Educational Focus	Unit	Texts	Educational Focus
Summer Reading	<i>The Catcher in the Rye</i>	<ul style="list-style-type: none"> Character Sketch Plot Analysis Character Development Essay 	Research Paper	Famous Americans and Their Impact on America	<ul style="list-style-type: none"> Connecting American Ideals The American Dream Academic Sources Outlining Supporting Claims MLA Formatting Thesis Construction Editing and Revising Works Cited Paragraph Construction Flow Relevancy
Puritan	“Sinners in the Hands of an Angry God”	<ul style="list-style-type: none"> Modes of Persuasion Tone Imagery Puritan Virtues Imagery Essay 			
	<i>The Crucible</i>	<ul style="list-style-type: none"> Tone Imagery Puritan Virtues Character Development Conflict Analysis The Tragic Hero Inference Foreshadowing Action Reasoning 	Short Story	“The Lottery”	<ul style="list-style-type: none"> Direct and Indirect Characterizations Literary Elements Plot Theme Conflict Analysis Elements of the Short Story Characteristics of Realism, Regionalism, and Naturalism Symbolism Project Presentation on Character and Plot Analysis Project Presentation on Symbolism
	“Half-Hanged Mary”	<ul style="list-style-type: none"> Historical Fiction Chronology Free-Verse Poetry Stereotyping Figurative Language Analysis 		“Desiree’s Baby”	
	“The Minister’s Black Veil”	<ul style="list-style-type: none"> Puritan Virtues Symbolism Conflict Analysis Character Development 		“To Build a Fire”	
Romanticism and Transcendentalism	“The Devil and Tom Walker”	<ul style="list-style-type: none"> Inference Motives Allegorical Myth/Legend Faustian Bargain Cause and Effect 		“A Wagner Matinee”	
			“The Outcasts of Poker Flat”		
			The Perversion of the American Dream	<i>The Great Gatsby</i>	<ul style="list-style-type: none"> The American Dream Uninvolved Narrator Double Standards in Women

					<ul style="list-style-type: none"> • Old Money v New Money • Importance of Social Status • Human Fickleness • Symbolism Analysis • Conflict Resolution • Choices and Consequences 	
	“The Road Not Taken”	<ul style="list-style-type: none"> • Poetic Analysis • Importance of Choices • Self-Reflection • Consequences • Essay on Choices 	Drama	Our Town	<ul style="list-style-type: none"> • Tone • Imagery • Themes • Action and Reaction • Character Development • Conflict Analysis • The Tragic Hero • Inference • Foreshadowing • Action Reasoning • Understanding Racism and Sexism • Carpe Diem • Mental Illness • Domestic Violence • The American Dream • The Everyman’s Town • Realism, Regionalism, Naturalism 	
	“An Occurrence at Owl Creek”	<ul style="list-style-type: none"> • Fantasy v Reality • Imagery • Irony • Idealization of the Protagonist • Close Reading 		A Streetcar Named Desire		
	Self-Reliance	<ul style="list-style-type: none"> • Non-Fiction • The Good of the Individual • Importance of Nature • Imagination • Individualism • Distrust of Progress • Rural v Urban • Compare and Contrast • Emerson v Thoreau 		A Raisin in the Sun		
	Nature		Novel	Of Mice and Men	<ul style="list-style-type: none"> • Imagery • Themes • Action and Reaction • Character Development • Conflict Analysis • Foreshadowing • Action Reasoning • Understanding Racism and Sexism • Carpe Diem • Mental Illness • Domestic Violence • The American Dream • Responsibility • Love 	
	Walden		Poetry	Various Poems	<ul style="list-style-type: none"> • Poetic Forms • Poetic Devices • Poetry Writing • Denotation and Connotation • Mood • Tone • Diction • Syntax 	
Slave Narratives	Unchained Memories	<ul style="list-style-type: none"> • Non-Fiction • Understanding First Person Point of View • Remembering History • Present Relevance • Tolerance • Multiculturalism • Feminism • Oral Tradition 				
	The Life of Olaudah Equiano					
	My Bondage, My Freedom					
	And Ain’t I a Woman					

	Spirituals				
	Huck Finn	<ul style="list-style-type: none"> ● Banning Literature ● Racism ● Dialect ● Defining a Classic ● Independent Creative Project 	Timed Writings and Grammar	Various Texts	<ul style="list-style-type: none"> ● Understanding Prompts ● The What and the How ● Use of Textual Support ● Vocabulary ● Fully Developed Ideas ● Proper Grammar ● Primary and Secondary Support

Grade 12 ELA Curriculum Guide: Scope and Sequence

Bond County District 2—Greenville High School

Class: English IV British Literature

Course Length: One Semester

Unit	Text	Educational Focus
Anglo-Saxons	"The Dream of the Rood"	<ul style="list-style-type: none"> • The Frame Narrative/Spiral Narrative • Literary elements of the Anglo-Saxon period • "Dream" as a Vision Text, Heroic Poem, and Riddle • Narrative and Character Voice • Themes • Syntax, Diction, and Tone • Indirect Characterizations • Conflict Analysis
	"The Wanderer"	<ul style="list-style-type: none"> • Literary elements of the Anglo-Saxon period • "Wanderer" as a lyrical and elegiac poem • Life lessons (still relevant after 1500+ years)
	<i>Beowulf</i>	<ul style="list-style-type: none"> • Characteristics of the Epic within the text • Characteristics of the Epic Hero, as attributed to Beowulf, Wiglaf, and Unferth • Themes • Conflict Analysis • Alignment of Aristeia, Neukeia, Wyrd, Machinery, Wergild, Laf • Pagan and Christian Imagery • Oral Tradition • The Monster • The Power of Language
The Renaissance	<i>Macbeth</i>	<ul style="list-style-type: none"> • Characteristics of the Renaissance text within the play • Characteristics of the Tragic Hero • Direct and Indirect Characterization • Conflict Analysis • Power of Nature • Shakespeare's Use of Literary Devices
The Romantic	"The Rime of the Ancient Mariner"	<ul style="list-style-type: none"> • Characteristics of Romantic Literature within the Poem • Characteristics of Gothic Literature within the Poem • Power of Nature • Personification of Nature
	<i>Frankenstein</i>	<ul style="list-style-type: none"> • Characteristics of Romantic Literature within the Novel • Characteristics of Gothic Literature within the Novel • The Romantic Hero, Gothic Hero, Gothic Villain, Wanderer, Monster, Satanic Hero, Fallen Man, Mad Scientist • Difference between horror and terror • Importance of Nature to the Romantic and the Novel • Personification of Nature within the Novel • Paradoxical Dilemma of Duality • Forbidden Knowledge and Faust • Importance of Dreams and Visions in the Novel • The Doppelganger • Liminality • Abs Ob (Suspension of Disbelief) • Multiple Narrative/Frame Narrative/Spiral Narrative

Grade 12 ELA Curriculum Guide: Scope and Sequence

Bond County District 2—Greenville High School

Class: AP English

Course Length: Two Semesters

First Semester		Second Semester	
Text	Educational Focus	Texts	Educational Focus
<i>Cry, the Beloved Country</i> (Summer Reading)	<ul style="list-style-type: none"> Major Works Data Sheet 	Author Study Jane Austen, Mary Shelley, Nathaniel Hawthorne, Guy du Maupassant, Charles Dickens, Charlotte Perkins Gilman	<ul style="list-style-type: none"> Responding to Free Response Essay Prompts Victorian and Romantic Literature Organizing Thoughts Quote Relevancy
“The Twelve Most Annoying Types of Facebookers”	<ul style="list-style-type: none"> Close Reading Skills Summarizing Tone Audience Diction and Syntax 	Zora Neale Hurston’s <i>Their Eyes Were Watching God</i>	<ul style="list-style-type: none"> Vocabulary Complex Narratives Dialect Character Development Alteration of Timing Women’s Struggles Symbolism Theme Conflict Analysis AP Free Response Essay Writing
<i>Beowulf</i>	<ul style="list-style-type: none"> Vocabulary Epic Poetry Kennings Heroic Motives (past and present) Anglo-Saxon Riddles Anglo-Saxon History Numerous Translation Analysis (focus upon syntax, diction, mood, rhythm, and alliteration) Characteristics of the Epic and Epic Hero Characterizations Conflict Analysis 	Hardy, Housman, Kipling, Wilde, Shaw, Chopin	<ul style="list-style-type: none"> 19th and 20th Century Writing Irony The Unexpected Ending Point-of-View Comparison to Contemporary Media
Chaucer’s “Prologue to	<ul style="list-style-type: none"> Vocabulary 	The British Short Story	<ul style="list-style-type: none"> The British Short Story

<p>the <i>Canterbury Tales</i>,” “Pardoner’s Tale,” and “The Wife of Bath”</p>	<ul style="list-style-type: none"> ● Characterization ● Critical Analysis of Characters ● Analysis of the Human Being ● Examination of the Passage of Time ● Imagery ● Irony ● Sarcasm ● Character Flaws ● Writing a Moral Tale ● Voice 	<p>James Joyce, Katherine Mansfield, George Orwell, D.H. Lawrence, Frank O’Connor, and Dylan Thomas</p>	<ul style="list-style-type: none"> ● The Short Story Genre ● Theme ● Setting ● Character Development ● Conflict Analysis ● Essay Writing
<p>William Shakespeare’s <i>Hamlet</i></p>	<ul style="list-style-type: none"> ● Vocabulary ● Shakespearean Language and Syntax ● Iambic Pentameter ● Character Development ● Modernization of Language ● Dramatic Reenactments ● Utilization and Influence of <i>Hamlet</i> 	<p>Khaked Hosseini’s <i>The Kite Runner</i></p>	<ul style="list-style-type: none"> ● Symbolism ● Themes ● Historical Connections ● Redemption ● Literary Devices ● Rogerian Arguments ● Objective v Subjective Writing
<p>Composition</p>	<ul style="list-style-type: none"> ● Formatting ● Diction ● Timed Writing ● Scoring and Examples (from AP Exam) ● Audience ● Sentence Construction ● Analysis of Prompt Questions ● 	<p>Final AP Exam Preparation</p>	<ul style="list-style-type: none"> ● Review of Vocabulary ● Review of Literary Terminology ● Multiple Choice Questions ● Texts with “Comparable Literary Merit”
<p>How to Read Literature Like an English Professor, Milton’s <i>Paradise Lost</i> and “Genesis” from the KJB</p>	<ul style="list-style-type: none"> ● Summarizing ● Organization ● Audience Consideration ● Expository Writing ● Connection Writing 		
<p>Tom Stoppard’s <i>Rosencrantz and Guildenstern Are Dead</i></p>	<ul style="list-style-type: none"> ● Vocabulary ● Examination of Textual Influence of Other Texts (<i>Hamlet</i>, “The Lord’s Prayer,” and <i>As You Like It</i>) ● Existentialism ● Existence precedes Essence ● Isolation and Alienation ● Puns ● Comedy ● Literary Devices 		

	<ul style="list-style-type: none"> ● Authoritative Criticism ● Dramatic Irony ● Life Imitating Art (or vice versa) ● Multimedia and the Real World ● Defining Reality ● Created Language and Conversation ● Characterization 		
AP Exam Practice	<ul style="list-style-type: none"> ● Practice of Multiple Choice Answers ● Passage Understanding ● Student Created Questions 		
Satire Unit Swift, Pope, Spectator Authors, Addison and Steele, and William Goldsmith's She Stoops to Conquer	<ul style="list-style-type: none"> ● Juvenalian and Horatian Satire ● Vocabulary ● Satirical Works Study ● Writing a Satire ● Formal and Informal Satire ● Direct and Indirect Satire ● Irony ● Wit ● Invective Language 		
Poetry	<ul style="list-style-type: none"> ● Poetic Terminology ● Scansion ● Meter ● Rhythm and Rhyme ● Speaker Analysis ● Theme ● Figurative Language ● Imagery ● Denotative and Connotative Language ● Poetic Purpose ● Author Intent 		

Grade 12 ELA Curriculum Guide: Scope and Sequence

Bond County District 2—Greenville High School

Class: Composition

Course Length: One Semester

Unit	Texts/Pattern Of Development	Educational Focus
Grammar		<ul style="list-style-type: none"> ● Sentence Structure ● Parts of Speech ● Absolutes ● Run-ons, Comma Splice, and Fragments
Annotating		<ul style="list-style-type: none"> ● Main Ideas ● Supporting Ideas ● Writer's Purpose ● Writer's Success or Failure
Prewriting		<ul style="list-style-type: none"> ● Brainstorming ● Outlining ● Limiting the Subject ● Generating Raw Material ● Understanding of Audience, Purpose, Tone, Point-of-View
Patterns Of Development	Description Essay	<ul style="list-style-type: none"> ● Objective versus Subjective Description ● Tone ● Dominant Impression ● Figurative Language ● Sensory Imagery ● Writer Consciousness ● Vantage Point (Moving v Stationary) ● Diction and Syntax ● Audience Awareness ● Organizational Approach
	Narrative Essay	<ul style="list-style-type: none"> ● Narrative Sequence ● Narrative Conflict and Narrative Point ● Supporting Details ● Verb Tense ● Narrative Point-of-View ● Writer Consciousness ● Diction and Syntax ● Audience Awareness ● Organizational Approach
	Illustration Essay	<ul style="list-style-type: none"> ● Point of Illustration ● Supporting Details (Relevancy, Dramatic, Accurate, and Representative) ● Organizational Approach ● Verb Tense ● Narrative Point-of-View ● Writer Consciousness ● Diction and Syntax ● Audience Awareness

	Compare and Contrast Essay	<ul style="list-style-type: none"> • Relevant Purpose • Rogerian Strategy • Supporting Details (Relevancy, Dramatic, Accurate, and Representative) • Organizational Approach • Verb Tense • Writer Consciousness • Diction and Syntax • Audience Awareness
	Cause and Effect Essay	<ul style="list-style-type: none"> • Novel Ideology • Cause-Effect Relationships (chains, single-multiple, multiple-single, multiple-multiple) • Causation/Correlation • Post Hoc Fallacy • Supporting Details (Relevancy, Dramatic, Accurate, and Representative) • Organizational Approach • Verb Tense • Writer Consciousness • Diction and Syntax • Audience Awareness
	Definition Essay	<ul style="list-style-type: none"> • Complexity of Term • Worth of Defining • Connotation and Denotation • Equivocation • Definition By Negation • Stipulative Definition • Supporting Details (Relevancy, Dramatic, Accurate, and Representative) • Organizational Approach • Verb Tense • Writer Consciousness • Diction and Syntax • Audience Awareness
	Argument/Persuasion Essay	<ul style="list-style-type: none"> • Mode of Appeal • Ethical Writing • Argument vs Persuasion • Rogerian Strategy • Logical Fallacies • Supporting Details (Relevancy, Dramatic, Accurate, and Representative) • Organizational Approach • Verb Tense • Writer Consciousness • Diction and Syntax • Audience Awareness
Formal Essay Writing	“Heroism,” “Beauty,” and “Friendship” by Emerson	<ul style="list-style-type: none"> • Identifying and Developing Appropriate Pattern of Development • Organizational Approach • Defining an Abstract Term • Causal Chains • Connotation vs Denotation • Objective and Subjective Writing • Logical Fallacies • Supporting Details (Relevancy, Dramatic, Accurate, and Representative)
	“Jumping the Color Line in Literature” (Toure), “The Most Racist Thing That Ever Happened to Me” (Toure), “The Negro Question” (Einstein), and “The	

	<p>Audacity of Post-Racism” (Mansbach)</p>	<ul style="list-style-type: none"> ● Verb Tense ● Writer Consciousness ● Diction and Syntax ● Audience Awareness ● Ethical Writing ● Rogerian Strategy ● Novel Ideology ● Thesis Statement ● Topic Sentences ● MLA Formatting ● Author Intent and Reader Response
	<p>“The Question of the Question Mark” (Crosley), “Semicolons: How to Use Them, and Why You Should” (Fallon), and “In Praise of the Humble Comma” (Iyer).</p>	
	<p>“Why Women Aren’t Funny” (Hitchens), “Why Women Apologize and Should Stop” (Crosley), and “I’m Sorry I Won’t Apologize” (Tannen)</p>	
	<p>“This is Water” (Wallace), “Life is a Miracle” (Berry), and “The Invisible Made Visible” (Rakoff).</p>	
	<p>“A Ticket to the Fair” and “Shipping Out” (both by Wallace)</p>	
	<p>“Feminism: A Movement to End Sexist Oppression” and “Understanding Patriarchy” (both by Bell Hooks)</p>	

Grade 12 ELA Curriculum Guide: Scope and Sequence
Bond County District 2—Greenville High School
Class: Speech
Course Length: One Semester

Unit	Speech Type	Educational Focus
Speeches of Introduction	Extemporaneous	<ul style="list-style-type: none"> • Getting to Know Classmates • Practice Standing at Podium
Ethics of Communication		<ul style="list-style-type: none"> • Building Responsibility • Building Confidence
Person-to-Person		<ul style="list-style-type: none"> • Nonverbal Communication • Listening
Preparation and Process		<ul style="list-style-type: none"> • Research • Organization • Logic and Reasoning • Effective Language • Effective Delivery
The Product	Informative	<ul style="list-style-type: none"> • Outlining • Preparing for Speech • Working with Visual Aids • Extemporaneous
	Persuasive	<ul style="list-style-type: none"> • Outlining • Preparing for Speech • Working with Visual Aids • Extemporaneous
	Oral Interpretation of Literature	<ul style="list-style-type: none"> • Selecting Materials and Genres of Interest • Working with Narrative Voice • Preparing for Speech • Manuscript
	Brown Bag	<ul style="list-style-type: none"> • Selecting Material of Interest • Self Evaluation • Memorization
	Testimonial/Eulogy	<ul style="list-style-type: none"> • Analysis of Self and Others • Realizing Gratitude • Preparing for Speech • Manuscript
	Demonstrative	<ul style="list-style-type: none"> • Understanding of Processes • Creating Step by Step • Extemporaneous/Memorization
	Sales Pitch	<ul style="list-style-type: none"> • Utilizing Methods of Persuasion • Unleashing Creativity • Importance of Time • Realization of Necessity of Group Work

9th Grade Writing

A Semester (Heavy Focus on Biographical Research Paper)	B Semester (Less Focus on Composition)
<p>-Write grammatically correct sentences with a special focus on comma rules, fragments, run-ons, apostrophes, subject/verb agreement, pronoun agreement, spelling, parts of speech, homophones, and clauses vs. phrases. W.9-10.4-6</p> <p>-Apply MLA formatting, citing evidence, creating a Works Cited page, and adding appropriate headers and I.D. Information. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.7-9</p> <p>-Introduce precise claim(s) and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. W.9-10.1a</p> <p>-Use words, phrases, transitions, varied sentence structure, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons and between reasons and evidence.W.9-10.1c</p> <p>-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.W.9-10.1d</p> <p>-Provide a concluding statement or section that follows from or supports the argument presented.W.9-10.1e</p> <p>-Utilize vocabulary to manage the complexity of the topic. W.9-10.3d</p> <p>-Plan, revise, and edit, focusing on addressing what is most significant for a specific purpose and audience.W.9-10.5</p> <p>-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and</p>	<p>Differentiate and utilize different types of sentences such as simple, compound, complex, and compound-complex.W.9-10.4</p> <p>Compare and contrast an original work to an interpretation of it from a dissimilar medium (art, television, motion picture). Analyze the differences on a number of levels including mood, tone, character, and plot. RL.9-10.7</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.W.9-10.1c</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.W.9-10.2e</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.W.9-10.2</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.W.9-10.2b</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.W.9-10.2c</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.W.9-10.2d</p> <p>Plan, revise, and edit, focusing on addressing what is most significant for a specific purpose and audience.W.9-10.5</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and</p>

dynamically.W.9-10.6

-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.W.9-10.7

-Write routinely over extended time frames. W.9-10.10

dynamically.W.9-10.6

Draw evidence from literary or informational texts to support analysis, reflection, and research.W.9-10.9

Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").W.9-10.9a

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").W.9-10.9b

Write over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.W.9-10.10

10th Grade Writing

A Semester (Heavy Focus on Persuasive Research Paper)	B Semester (Less Focus on Composition)
<p>-Write grammatically correct sentences with a special focus on active voice, verbals, absolutes, empty intensifiers, cliché, conciseness, and misplaced modifiers. L9-10.1-2</p> <p>-Recognize and apply rhetorical devices such as logos, pathos, ethos, parallelism, and rhetorical questions. W9-10.1</p> <p>-Recognize and avoid cognitive biases and logical fallacies such as gambler's fallacy, wishful thinking, ad hoc, and straw man. W9-10.1</p> <p>-Introduce precise claim(s) and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. W9-10.1a</p> <p>-Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns W9-10.1b</p> <p>-Use words, phrases, transitions, varied sentence structure, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons and between reasons and evidence. W9-10.1c</p> <p>-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. W9-10.1d</p> <p>-Provide a concluding statement or section that follows from or supports the argument presented. W9-10.1d</p> <p>-Apply MLA formatting, citing evidence, creating a Works Cited page, and adding appropriate headers and I.D. Information. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following</p>	<p>Recognize and create allegorical work via creation of a character, social commentary, and manipulation of audience.W.9-10.2, W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.W.9-10.3</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.W.9-10.3a</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.W.9-10.3b</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.W.9-10.3c</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.W.9-10.3d</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.9-10.3e</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.W.9-10.1c</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. W.9-10.1d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>

a standard format for citation. W9-10.1, W9-10.7-10

-Utilize vocabulary to manage the complexity of the topic RL.9-10.4

-Plan, revise, and edit, focusing on addressing what is most significant for a specific purpose and audience.W.9-10.4-6

-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.W.9-10.6

-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.W.9-10.7

-Write routinely over extended time frames. W.9-10.10

selection, organization, and analysis of content.W.9-10.2

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.W.9-10.2b

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2c

Plan, revise, and edit, focusing on addressing what is most significant for a specific purpose and audience.W.9-10.4-6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.W.9-10.6

Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").W.9-10.9a

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").W.9-10.9b

Write over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.W.9-10.10

11th Grade Writing

A Semester	B Semester
<p>Write grammatically correct paragraphs with a special focus on verb tense consistency, word analysis and usage, clauses, phrases, verbals, commas, and semicolons. L11-12.1</p> <p>Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). W11-12.9a</p> <p>Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). W11-12.9b</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11-12.1a</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W11-12.1a</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. W11-12.1b</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W11-12.1c</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). W11-12.9a</p> <p>Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). W11-12.9b</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W11-12.1a</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W11-12.1a</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. W11-12.b</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W11-12.1c</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W11-12.1d</p> <p>Provide a concluding statement or section that follows from and supports</p>

11-12.1d

Provide a concluding statement or section that follows from and supports the argument presented. W11-12.1e

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W11-12.2

the argument presented. 11-12.1e

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W11-12.2

12th Grade Writing

A Semester	B Semester
<p>Identify characteristics of an author's writing style and mimic certain qualities in one's own. RL.11-12.1-6</p> <p>Manipulate rhythm, rhyme, and other poetic conventions to create a cohesive exemplum. RL.11-12.4-6</p> <p>Vary one's writing style to meet Advanced Placement College Board expectations, such as distillation of key points, objective self-editing, application of college-level vocabulary, thorough character analysis, and clear but concise answering of a specific prompt. W.11-12.1-5</p> <p>Annotate texts in order to provide more pointed evidence for one's points. RL.11-12.1</p> <p>Manipulate mood, tone, connotation, and audience expectations for effect. W.11-12.3</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.1a</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. W11-12.1b</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between</p>	<p>Articulate concise analyses of Victorian and Romantic poetry by focusing on subject, occasion, tone, audience, poetic devices, speaker, and context. RL.11-12.1-2, RL.11-12.10</p> <p>Adapt analysis to any given prompt and passage, be it prose or poetry. W.11-12.1-10</p> <p>Master the following writing modes: description, narrative, illustration, compare/contrast, cause/effect, definition, and persuasion. W. 11-12.1-10</p> <p>Vary one's writing style to meet Advanced Placement College Board expectations, such as distillation of key points, objective self-editing, application of college-level vocabulary, thorough character analysis, and clear but concise answering of a specific prompt. W.11-12.1-5</p> <p>Manipulate mood, tone, connotation, and audience expectations for effect. W.11-12.3</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.1a</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. W11-12.1b</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between</p>

claim(s) and counterclaims. W11-12.1c

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W11-12.1d

Provide a concluding statement or section that follows from and supports the argument presented. W11-12.1e

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2

claim(s) and counterclaims.W11-12.1c

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W11-12.1d

Provide a concluding statement or section that follows from and supports the argument presented.W11-12.1e

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.W.11-12.2