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|  | **PROSE** | | **POETRY** | |
|  | **Quarter One** | **Quarter Two** | **Quarter Three** | **Quarter Four** |
| **Texts**  **(Literature)** | **Short Stories** (possible options from the textbook: “The Sound of Thunder”, “The Necklace,” “The Gift of the Magi”, “The Cask of Amontillado”, “The Most Dangerous Game”)  **Optional Texts (Honors):** I Know Why The Caged Bird Sings, Animal Farm, Teacher’s Choice | **To Kill A Mockingbird** | “**The Odyssey”**  **Optional (Honors):** Greek Mythology | **“The Tragedy of Romeo and Juliet”**  **Optional (Honors):** Poetry |
| **Academic Vocabulary** | Literary Terms including Plot, Point of View, Irony, Symbolism, Theme, Characterization, Conflict, Unreliable Narrator, Setting, Mood/ Tone, Dialogue, Foreshadowing, Oxymoron, Pun, and Features of a 5-Act Structure, and others as necessary should be taught and re-enforced as appropriate with every new text. | | | |
| **Grammar** | **Stretch/ Read 180:** May simplify below concepts  Parts of Speech  Subject/ Verb Agreement  Verb Tense Agreement  **Honors:** All Parts of Speech, all tenses, terminology at discretion of teacher | **Stretch/ Read 180:** Basics of Punctuation (Sentence enders, Quotations), Basic Clauses (Independent and Dependent)  Punctuation (Commas, semi-colon, colon, in addition to above)  Clauses (noun, relative, adverbial, in addition to those above)  **Honors:** All punctuation, additional types of clauses at discretion of teacher | **Stretch/ Read 180:** Phrases (noun, verb, adjectival, adverbial)  Phrases (Prepositional, Participial, Infinitive, Gerund)  **Honors:** Additional kinds of phrases (Absolute) etc at discretion of the teacher | **Stretch/ Read 180:** Parallel structure, Review of previous concepts  Comma splices, Misplaced or Dangling Modifiers, Pronoun/ Antecedent agreement,  **Honors:** Additional depth in grammar at discretion of teacher |
| **Standards Addressed** | Review of previous concepts | Language 1b, 2a, 2b | Language 1b | Language 1a |
| **Writing**  (1 timed writing per quarter including district writing benchmarks) | **Narrative Writing**  -Students will master at minimum a reflection paragraph including elements of narrative writing | **Expository Writing**  -Students will summarize or explain the arguments of others from an informational text in a multi-paragraph essay, including a thesis statement | **Persuasive/ Argumentative**  -Students will respond to text-based questions, using evidence from texts to support arguments with a basic thesis and addressing of counterarguments.  - By year’s end, students should have mastered at minimum a list thesis.  **Honors:** Students can work toward more sophisticated thesis statements including argument qualifiers at discretion of teacher. | |
| **Standards Addressed** | Writing 3a-e, 4, 5 | Writing 2a-f, 4, 5 | Writing 1a-e, 4, 5 | |