

COURSE: 12-1-1 English
GRADE LEVEL: 11-12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
READING	Comprehension	<ul style="list-style-type: none"> • What do I need to know to understand what I read? • How do I become a better reader/writer? 	<ul style="list-style-type: none"> • Read a variety of material, understand the content and respond to it • Skim and scan for information • Use text features, structure headings and sub-headings • Use cloze techniques to gain comprehension of material 	<ul style="list-style-type: none"> • Identify the main idea and supporting details • When reading the student will be able to understand the reading process, use prior knowledge, set purpose, generate questions, paraphrase, make predictions and summarize • Identify cause/effect relationships • Classify information • Compare and contrast information • Draw conclusion • Differentiate between facts and opinions • Identify missing information and irrelevant information • Sequence events/steps in a process • Use context clues to aid in comprehension 	September to June	<ul style="list-style-type: none"> • Writing • Projects and reports • Class discussion • Unit tests

LITERATURE	Genre	<ul style="list-style-type: none"> • Why does reading different genres help me learn? • How can I identify different genres? 	<ul style="list-style-type: none"> • Understand the characteristics of non-fiction, poetry, and fiction 	<ul style="list-style-type: none"> • Relate the genre to student experience • Discuss characteristics of the genre • Recognize how authors treat similar themes • Respond to readings by discussing, illustrating, writing and reading aloud 	Ongoing	<ul style="list-style-type: none"> • Class discussions • Presentations • Writing assignments
	Elements	<ul style="list-style-type: none"> • How will understanding literary elements help me to become a better reader/writer 	<ul style="list-style-type: none"> • Recognize and identify elements in reading • Define literary elements in writing activities 	<ul style="list-style-type: none"> • Identify literary elements; characterization, dialogue, mood, plot, repetition, rhyme, setting, and theme 	ongoing	<ul style="list-style-type: none"> • Class discussion • Writing projects
WORD STUDY	Word Skills	<ul style="list-style-type: none"> • How will word recognition and decoding skills improve my understanding or written information? 	<ul style="list-style-type: none"> • Develop decoding strategies • understand word relationships • develop vocabulary knowledge through context clues and glossary use 	<ul style="list-style-type: none"> • identify and read prefixes and suffixes • identify and read root words • syllable division • homonyms, synonyms, antonyms • multiple meaning words • use context clues 	ongoing	<ul style="list-style-type: none"> • class reading • presentation • written work
WRITING	Writing process	<ul style="list-style-type: none"> • What do I need to know to communicate better in writing? • What are the steps needed to write 	<ul style="list-style-type: none"> • Understand the different purposes for writing • Use legible print, computer, and cursive writing • Identify information necessary for each type of writing • Write a topic sentence for a paragraph • Complete an extended paragraph template • Edit story using correct spelling, 	<ul style="list-style-type: none"> • Write for different purposes: business letter, friendly letter, essay from notes, creative essay 	Ongoing	<ul style="list-style-type: none"> • Compile a writing folder •

			grammar, and sequencing			
	Mechanics	<ul style="list-style-type: none"> • What are the necessary components contained in a successful writing piece? 	<ul style="list-style-type: none"> • Use the rules of grammar and punctuation in writing 	<ul style="list-style-type: none"> • Use correct punctuation within sentences • Commas in a list or series • Quotation marks to show someone is speaking, poems, and magazine articles • Underline book and magazine titles • Colons in between hour and minute • Apostrophe to show possession; contractions 	Ongoing	<ul style="list-style-type: none"> • Writing assignments • Daily oral Language Activities
LISTENING		<ul style="list-style-type: none"> • What skills do I need to know to be an effective listener? 	<ul style="list-style-type: none"> • Listen respectfully and responsively; respond appropriate to what is heard 	<ul style="list-style-type: none"> • Listen to literature • Evaluate how changes in text change the way a word or phrase is read aloud • Listen to and respond to show that you have received information • 	Ongoing	<ul style="list-style-type: none"> • Oral reading • Class discussions • Reading response journals •
SPEAKING		<ul style="list-style-type: none"> • How can I become and effective speaker 	<ul style="list-style-type: none"> • Orally present material to convey a specific meaning 	<ul style="list-style-type: none"> • Consider purpose • Consider type of audience • Read aloud on a daily basis • Retell story • Discuss literature 	Ongoing	<ul style="list-style-type: none"> • Presentations • Class discussions • PowerPoint presentations •

STUDY SKILLS	Strategies	<ul style="list-style-type: none">• What skills do I need to know and use to be a successful student?	<ul style="list-style-type: none">• Use effective study skills to be successful in the classroom	<ul style="list-style-type: none">• Follow written directions• Follow oral directions• Use graphic organizers to organize information• Take notes• Apply test-taking strategies• Use reference sources to find information	Ongoing	<ul style="list-style-type: none">• Tests• Quizzes• Writing assignments• Report cards• Searching Internet sources
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