



Reavis High School

Curriculum Snapshot for English 1 CC



Unit 1: Foundations of Writing and Reading

25
Days

Along with the 6 +1 writing traits for self-assessment, students will be introduced to the six purposes for writing: *express and reflect*, *inform and explain*, *evaluate and judge*, *inquire and explore*, *analyze and interpret*, and *take a stand and propose a solution*. They will complete one writing assignment for one of the six purposes. In their writing, students will employ a variety of simple sentences, identify their subjects and verbs, and avoid overused words from the forbidden words list. Students will also be introduced to elements of poetry, (simile, metaphor, alliteration, and onomatopoeia) to use in their writing. Students will select independent reading novels and create reflections on their reading.



Unit 2: Express and Reflect

25 Days

After a formal assessment of student writing, both class and individual writing goals will be established based on the 6 + 1 writing traits. Students will write a short memoir and a variety of *express and reflect* pieces. They will write compound sentences utilizing FANBOYS and semi-colons. They will also learn the different rules of capitalization. Their writing should be void of any words from the forbidden words list. The students will be introduced to literary elements such as tone, major and minor characters, static and dynamic characters, and first and third person point of view. They will continue their independent reading and reflections. After a formal assessment of student writing, both class and individual writing goals will be established, based on the 6 + 1 writing traits.



Unit 3: Inform and Explain

25 Days

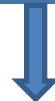
Students will write a variety of *inform and explain* pieces. Their writing will incorporate a variety of sentences using AAAWWUBBIS and Non-AAAWWUBBIS front branches, middle branches, prepositional phrases, interjections, and appositives. In their writing, students should use alternatives that they created for the forbidden words. Students will be introduced to literary elements: symbolism, paradox, and analogy. They will continue their independent reading and reflections. Students will be assessed to determine if they are mastering their selected goals.



Unit 4: Evaluate and Judge

20 Days

Students will write a variety of *evaluate and judge* pieces using criteria of their own choosing. Their writing should reflect their understanding of active voice, items in a series, colons, and italics. In their writing, students will continue to avoid words from the expanded forbidden words list. They will continue their independent reading and reflections. Students will be assessed to determine if they are mastering their selected goals.



Unit 5: Take a Stand, Propose a Solution

20
Days

Students will create several writing assignments for the purpose of *taking a stand and proposing a solution*. Their writing will incorporate the use of apostrophes to show possession and contraction, as well as italics, hyphens, correct number usage, in-text citations, and a works cited page. Students will be introduced to the literary elements: personification, rhyme and rhythm, and irony. In their writing, students should avoid words from the forbidden words list. They will continue their independent reading and reflections. Students will be assessed to determine if they are mastering their selected goals.



Unit 6: Analyze and Interpret

20
Days

Students will write a variety of *analyze and interpret* pieces. They will be introduced to and create sentences using quotations with an end tag, front tag, middle tag, and indirect quotes. Students will be introduced to literary elements: theme and allusion. In their writing, students should avoid words from the forbidden words list. They will continue their independent reading and reflections. Students will be assessed to determine if they are mastering their selected goals.



Unit 7: Whole-Class Novel

20
Days

This unit will serve as a culmination of everything the students have learned about the writing process. Based on a novel read by the entire class, the students will brainstorm, outline, compose, and revise a literary analysis essay. This essay will incorporate all learned literary elements, all alternatives for overused words from the forbidden words list, and all varieties of sentence structure. They will continue their independent reading and reflections. Students will be assessed to determine if they have mastered their selected goals.