



# Reavis High School

## Curriculum Snapshot for English 1

### Unit 1: Foundations of Writing and Reading

10 Days

Students will be introduced to the six purposes of writing. They will learn the structure of a simple sentence. Students will work on mastering formatting skills. They will write a short introductory piece. Students will be introduced to the 6 + 1 writing traits. Their writing should avoid any words from the forbidden words list: *happy, sad, small, big, stuff, very, bad, good, got, things*. The students will be introduced to literary elements: metaphor/simile onomatopoeia and alliteration. Students will take the GRADE test at the beginning of the school year. Students will read independently throughout the unit. They will be responsible for demonstrating understanding of their independent reading books.



### Unit 2: Writing to Express and Reflect

25 Days

Students will write a variety of express and reflect pieces. Students will work on mastering formatting skills. Students will also write a short memoir. They will work on creating compound sentences utilizing FANBOYS and semi-colons. They will learn the different rules of capitalization. In their writing, students should still be using alternatives to the forbidden words. In their writing, students will continue to avoid words from the forbidden words list. The students will be introduced to literary elements: major and minor characters, and first and third person point-of-view, and internal and external conflict. Students will read independently throughout the unit. They will be responsible for demonstrating understanding of their independent reading books.



### Unit 3: Writing to Inform and Explain

20 Days

Students will write a variety of *inform and explain* pieces. Their writing will incorporate a range of compound and complex sentences using AA<sup>W</sup>UBBIS and Non-AA<sup>W</sup>UBBIS front branches, middle branches, prepositional phrases, interjections, and appositives. In their writing, students should still be using alternatives to the forbidden words. In their writing, students will continue to avoid words from the forbidden words list. Students will be introduced to literary elements symbolism, oxymoron, and analogy. Students will read independently throughout the unit. They will be responsible for demonstrating understanding of their independent reading books.



## Unit 4: Writing to Evaluate and Judge

20 Days

Students will write a variety of *evaluate and judge* pieces using criteria of their own choosing. They will also work on formatting charts within written text. Students will begin practicing researching techniques. Their writing should reflect their understanding of hyperboles. Their writing will incorporate a range of compound and complex sentences using commas in a series, active voice and colon usage. In their writing, students will continue to avoid words from the forbidden words list. Students will be introduced to literary elements: imagery, mood and tone. Students will read independently throughout the unit. They will be responsible for demonstrating understanding of their independent reading books and works of nonfiction.



## Unit 5: Writing to Inquire and Explore

25 Days

Students will create several writing assignments for the purpose of *inquire and explore*. Students will engage in research. Their writing will incorporate the use of italics, hyphens and correct number usage. In their writing, students should avoid words from the forbidden words list. Students will read independently throughout the unit. They will be responsible for demonstrating understanding of their independent reading books and works of nonfiction.



## Unit 6: Write to Analyze and Interpret/Whole Class Novel

25 Days

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. In their writing, the students will use a thesis statement, paraphrasing, quotations, closing statement, in-text citations and a work cited page. Students 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 the literary element of theme and allusion.



## Unit 7: Write to Take a Stand and Propose a Solution

25 Days

Students will create several writing assignments for the purpose of *taking a stand and proposing a solution*. Students will understand the importance of addressing the counterargument. Their writing will incorporate the use of apostrophes and homophones. Students will be introduced to the literary elements of personification, rhyme and rhythm, and irony. In their writing, students should avoid words from the forbidden words list. Students will read independently throughout the unit. They will be responsible for demonstrating understanding of their independent reading books and works of nonfiction. Students will take the GRADE test at the end of the school year.