

## ENGLISH I

**CREDIT** 1      **GRADE** 9      **PREREQUISITE** NONE

This class, which emphasizes the study of world literature, stresses vocabulary from the literary selections, grammar, and punctuation. A library orientation is required as well as a unit on note-taking and study skills. Paragraph writing, including sequential composition skills is emphasized. Oral communication experiences also are provided. **NOTE: This course is required for graduation.**

State Standards for English I may be found here:

<http://tn.gov/education/article/english-language-arts-standards>

### Embedded Standards

Embedded standards are skills used throughout the semester, post secondary, and the workforce.

Demonstrate command of the conventions of English grammar/usage when writing/speaking

Demonstrate command of the conventions of English capitalization/ punctuation/spelling when writing

Apply knowledge of language to understand how language functions in different contexts - Make effective choices for meaning/style - Comprehend more fully when reading/listening

Write routinely over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Develop/Strengthen writing - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Use multiple strategies to determine/clarify the meaning of unknown/multiple-meaning words/phrases.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

---

### First Nine Weeks

Analyze in detail how an **author's ideas/claims are developed/refined by particular sentences/paragraphs/larger portions of a text**

Analyze how the **author unfolds an analysis/series of ideas/events** - Include the order in which the points are made - Know how they are introduced/developed - Draw connections between them

Find **theme/central idea** of a text - Analyze in detail its development - Include how it emerges/shaped/refined by specific details - Provide an objective summary of the text

Analyze a **particular point of view/cultural experience reflected in a work of literature** from outside the United States - Draw on a wide reading of world literature

Demonstrate **command of the conventions of English grammar/usage when writing/speaking**

Demonstrate command of the **conventions of English capitalization/ punctuation/spelling when writing**

**Cite textual evidence** to support analysis of what the text says explicitly - Draw inferences

Understand the use of **figurative language/word relationships/nuances in word meanings**

**Literature** - Determine the **meaning of words/phrases** as they are used in the text - Include figurative/connotative meaning - Analyze the impact of specific word choices on meaning/tone

**Read/comprehend literature including stories/dramas/poems**

**Informational Text** - Determine the **meaning of words/phrases** as they are used in a text - Include figurative/connotative/technical meanings - Analyze the cumulative impact of specific word choices on meaning/tone

**Develop/Strengthen writing** - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Use words/**phrases for reading/writing/speaking/listening** - Gather **vocabulary knowledge** when considering a word/phrase important to comprehension/expression

**Write routinely** over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Analyze how an **author's choices** concerning how to structure a text/order events/manipulate time - Create such effects as mystery/tension/surprise

**Read/comprehend literature including stories/dramas/poems**

Analyze in detail how an **author's ideas/claims are developed/refined by particular sentences/paragraphs/larger portions of a text**

**Analyze various accounts of a subject told in different mediums** - Determine emphasized details in each account

**Informational Text** - Determine the **meaning of words/phrases** as they are used in a text - Include figurative/connotative/technical meanings - Analyze the cumulative impact of specific word choices on meaning/tone

Understand the use of **figurative language/word relationships/nuances in word meanings**

**Develop/Strengthen writing** - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Use words/**phrases for reading/writing/speaking/listening** - Gather **vocabulary knowledge** when considering a word/phrase important to comprehension/expression

**Write routinely** over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Demonstrate **command of the conventions of English grammar/usage when writing/speaking**

**Common Assessment Comprehensive #1**

## Common Assessment Comprehensive #2

### Common Assessment Writing #2

---

#### Second Nine Weeks

**Informational Text** - Determine the **meaning of words/phrases** as they are used in a text - Include figurative/connotative/technical meanings - Analyze the cumulative impact of specific word choices on meaning/tone

#### **Read/comprehend literature including stories/dramas/poems**

Understand the use of **figurative language/word relationships/nuances in word meanings**

**Develop/Strengthen writing** - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Establish claims/counterclaims

Give evidence to support claims/counterclaims

Use appropriate transitional words/phrases to connect claims/ counterclaims/evidence

Support argument with an effective conclusion

Introduce the topic with a strong thesis statement

**Use digital media** in presentations to enhance understanding of findings/reasoning/evidence/add interest

Integrate **multiple sources of information presented in diverse media/formats** - Evaluate the credibility/accuracy of each source

Evaluate a **speaker's or point of view/reasoning/use of evidence/rhetoric** - Identify any fallacious reasoning/exaggerated/ distorted evidence

Demonstrate command of the **conventions of English capitalization/ punctuation/spelling when writing**

Use words/**phrases for reading/writing/speaking/listening** - Gather **vocabulary knowledge** when considering a word/phrase important to comprehension/expression

**Write routinely** over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Demonstrate **command of the conventions of English grammar/usage when writing/speaking**

**Write arguments to support claims** in an analysis of substantive topics/texts - Use valid reasoning/relevant and sufficient evidence

Write work so it conforms to the guidelines in the MLA Handbook

Demonstrate **command of the conventions of English grammar/usage when writing/speaking**

**Common Assessment Comprehensive #3**

**Common Assessment Writing #3**

---

### Third Nine Weeks

**Informational Text** - Determine the **meaning of words/phrases** as they are used in a text - Include figurative/connotative/technical meanings - Analyze the cumulative impact of specific word choices on meaning/tone

**Read/comprehend literature including stories/dramas/poems**

Interpret/Analyze figures of speech

Initiate/Participate effectively in a range of **collaborative discussions** - Build on others' ideas - Express personal ideas clearly/persuasively

Come to class prepared, having read/researched the material

**Present information/findings/supporting evidence** - Be clear/concise/logical so listeners can follow the line of reasoning/organization/development/ substance/style Carefully choose appropriate purpose/audience/task

Adapt speech to a variety of contexts/tasks - **Demonstrate a command of formal English**

Understand the use of **figurative language/word relationships/nuances in word meanings**

**Develop/Strengthen writing** - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Use words/**phrases for reading/writing/speaking/listening** - Gather **vocabulary knowledge** when considering a word/phrase important to comprehension/expression

**Write routinely** over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Demonstrate **command of the conventions of English grammar/usage when writing/speaking**

Demonstrate command of the **conventions of English capitalization/ punctuation/spelling when writing**

Evaluate a **speaker's or point of view/reasoning/use of evidence/rhetoric** - Identify any fallacious reasoning/exaggerated/ distorted evidence

**Common Assessment Comprehensive #4**

**Common Assessment Writing #4**

**Common Assessment Comprehensive #5**

**Common Assessment Writing #5**

### Fourth Nine Weeks

Analyze in detail how an **author's ideas/claims are developed/refined by particular sentences/paragraphs/larger portions of a text**

Analyze how the **author unfolds an analysis/series of ideas/events** - Include the order in which the points are made - Know how they are introduced/developed - Draw connections between them

Find **theme/central idea** of a text - Analyze in detail its development - Include how it emerges/shaped/refined by specific details - Provide an objective summary of the text

Analyze a **particular point of view/cultural experience reflected in a work of literature** from outside the

Demonstrate **command of the conventions of English grammar/usage when writing/speaking**

Demonstrate command of the **conventions of English capitalization/ punctuation/spelling when writing**

**Cite textual evidence** to support analysis of what the text says explicitly - Draw inferences

Understand the use of **figurative language/word relationships/nuances in word meanings**

**Literature** - Determine the **meaning of words/phrases** as they are used in the text - Include figurative/connotative meaning - Analyze the impact of specific word choices on meaning/tone

**Read/comprehend literature including stories/dramas/poems**

**Informational Text** - Determine the **meaning of words/phrases** as they are used in a text - Include figurative/connotative/technical meanings - Analyze the cumulative impact of specific word choices on meaning/tone

**Develop/Strengthen writing** - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Use words/**phrases for reading/writing/speaking/listening** - Gather **vocabulary knowledge** when considering a word/phrase important to comprehension/expression

**Write routinely** over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Analyze how an **author's choices** concerning how to structure a text/order events/manipulate time - Create such effects as mystery/tension/surprise

**Read/comprehend literature including stories/dramas/poems**

Analyze in detail how an **author's ideas/claims are developed/refined by particular sentences/paragraphs/larger portions of a text**

**Analyze various accounts of a subject told in different mediums** - Determine emphasized details in each account

**Informational Text** - Determine the **meaning of words/phrases** as they are used in a text - Include figurative/connotative/technical meanings - Analyze the cumulative impact of specific word choices on meaning/tone

Understand the use of **figurative language/word relationships/nuances in word meanings**

**Develop/Strengthen writing** - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Use words/**phrases for reading/writing/speaking/listening** - Gather **vocabulary knowledge** when considering a word/phrase important to comprehension/expression

**Write routinely** over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Demonstrate **command of the conventions of English grammar/usage when writing/speaking**

**Common Assessment Comprehensive #6**

**Common Assessment Writing #6**

**Common Assessment Comprehensive #7**

**Common Assessment Writing #7**

---

For information regarding instructional objectives and materials, please contact the school principal.

\* Common assessments are scheduled within the nine weeks. Each school may adjust the week and/or day of the week to meet the individual school's schedule.

\*Common assessments may be rescheduled due to inclement weather.

\*Block (Semester) English I classes will have the same pacing guide, but shorter testing schedule