

Essential Standards:

- English 10:

- Pre-Angela (Solution Tree Consultant):

Unit 1:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.10. 4/ RI.10. 4	Analyze diction to determine tone
RL.10.3/ RI. 10. 3	Analyze how complex characters develop over the course of a text and advance theme
L.10.5	Demonstrate understanding of figurative language/ figures of speech

Unit 2:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.10.1/ RI. 10. 1	Cite & Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
L.10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
RI.10.8	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 3:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.10.6	Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.
RL.10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.10.2	Examine a grade-appropriate literary text. <ul style="list-style-type: none">● Provide an objective summary.● Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Unit 4:

GVC Standard:	Guaranteed Viable Curriculum Skill:
W.10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.10.2	Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
---------	---

- Post- Angela:

Unit 1:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.10. 4/ RI.10. 4	Analyze diction to determine tone
RL.10.3/ RI. 10. 3	Analyze how complex characters develop over the course of a text and advance theme
L.10.5	Demonstrate understanding of figurative language/ figures of speech

Unit 2:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.10.1/ RI. 10. 1	Cite & Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
L.10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Unit 3:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.10.6	Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.
RL.10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.10.2	Examine a grade-appropriate literary text. <ul style="list-style-type: none"> ● Provide an objective summary. ● Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Unit 4:

GVC Standard:	Guaranteed Viable Curriculum Skill:
W.10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.10.2	Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
---------	---

- English 11:

- o Pre-Angela (Solution Tree Consultant)

Unit 1

GVC/ Standard	I CAN Statements
RL.11.4/RI.11.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone.	I can determine the meaning of unknown words and phrases.
	I can find the tone by looking at word choices in a passage.
W.11.1.A Introduce precise, knowledgeable claim, establish the significance of the claim	I can write an appropriate and valid claim.
L.11.1 Demonstrate command of the conventions of standard English grammar and usage	I can identify proper grammar in a passage.

Unit 2

GVC/ Standard	I CAN Statements
RL/RI.11.1 Cite strong and thorough textual evidence to support the analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	I can make an inference about what a text leaves uncertain.
	I can cite strong textual evidence to support analysis of a text.

Unit 3

GVC/ Standard	I CAN Statements
RI.11.6 Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	I can identify the author's point of view
	I can identify the author's perspective
	I can identify the purpose of a text

<p>W.11.2B Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations) and by providing insightful commentary appropriate to the audience's knowledge of the topic</p>	<p>I can provide good, quality commentary</p>
<p>L.11.4A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>I can use context clues to find the meaning of a word</p>

Unit 4

GVC/ Standard	I CAN Statements
<p>RI/RL.11.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>I can summarize a text.</p>
	<p>I can provide the central idea or theme of a text</p>
	<p>I can analyze how a theme develops</p>
<p>W. 11.1C Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary</p>	<p>I can use transitional words and phrases</p>
<p>L. 11.3A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.</p>	<p>I can vary the types of sentences I use when I write</p>

- Post Angela

Unit 1

GVC/ Standard	I CAN Statements
<p>RL.11.4/RI.11.4</p>	<p>I can determine the meaning of unknown words and phrases.</p>

Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone.	I can find the tone by looking at word choices in a passage.
W.11.1.A Introduce precise, knowledgeable claim, establish the significance of the claim	I can write an appropriate and valid claim.
L.11.1 Demonstrate command of the conventions of standard English grammar and usage	I can identify proper grammar in a passage.

Unit 2

GVC/ Standard	I CAN Statements
RL/RI.11.1 Cite strong and thorough textual evidence to support the analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	I can make an inference about what a text leaves uncertain.
	I can cite strong textual evidence to support analysis of a text.

Unit 3

GVC/ Standard	I CAN Statements
RI.11.6 Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	I can identify the author's point of view
	I can identify the author's perspective
	I can identify the purpose of a text
W.11.2B Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations) and by providing insightful commentary appropriate to the audience's knowledge of the topic	I can provide good, quality commentary

Unit 4

GVC/ Standard	I CAN Statements
RI/RL.11.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	I can summarize a text.
	I can provide the central idea or theme of a text
	I can analyze how a theme develops
W. 11.1C Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary	I can use transitional words and phrases
L. 11.3A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.	I can vary the types of sentences I use when I write

- English 12:

- o Pre-Angela (Solution Tree Consultant):

Unit 1:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.12.4/ RI.12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone , including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
W.12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
L.12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12.

Unit 2:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL/RI.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <i>*will assess in common</i>

W.12.9	Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis. <i>*will assess in common</i>
L.12.2.C	Use appropriate punctuation (e.g. commas, ellipses, dash, semicolon) to separate elements in a sentence.

Unit 3:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RI.12.6	Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
W.12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
L.12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 4:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL/RI.12.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
W.12.1.D	Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
L.12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Post Angela:

Unit 1:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL.12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
W.12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
L.12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12.

Unit 2:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL/RI.12.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
W.12.9	Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.

Unit 3:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RI.12.6	Determine an author’s point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
W.12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
L.12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 4:

GVC Standard:	Guaranteed Viable Curriculum Skill:
RL/RI.12.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
W.12.1.D	Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
L.12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Group Consensus for which essential standards to teach/assess from district timeline for English 12:

Quarter Overview		Currie	Denney	Huber	Mink	Taylor
Standard	Description					
RI.12.6	Determine an author’s point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	✓	✓	✓	✓	✓
W.12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	✓	✓	✓	✓	✓
L.12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓
	<i>Group consensus to assess in common: word meaning & transition</i>					

Example English Data Spreadsheet:

On- Level English 12 Unit 3 Data 2019-2020

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

50% \$ % .0 .00 123 Arial 10 B I S A

Unit 3

% Req for Proficiency: 66%

Transitions & Cohesion

Schoolology

and % proficient each period

Class period	Total # of students in class	Currie/Mink	% Proficient 3+	Total # of students in class	Taylor	% Proficient 3+
1st Period	23(21p)	19	80%	28	25	96%
2nd Period	21	18	86%	24	22	91%
4th Period	21(19p)	17	89%	27	21	95%
5th Period	30(25p)	23	92%			
6th Period	28(24p)	22	92%			
7th Period	26(24p)	21	88%	28	24	100%
TOTAL:	21			TOTAL:	92	96%

Class period	Total # of students in class	Denney	% Proficient 3+	Total # of students in class	Huber	% Proficient 3+
1st Period	11th			25	25	100%
2nd Period	25	20/25	80%	PE		
4th Period	11th			PE		
5th Period	26(25)	22/25	88%	29	29	100%
6th Period	11th			25	25	100%
7th Period	11th			24/26	24	100%
TOTAL:	TOTAL:			TOTAL:	106	100%

Unit 3 Summative CFA Transitions & Cohesions 3.2 Reteach Needed CFA

English Department WIN Schedule:

10th:

	Law	Ottman	Bishop	Gutierrez	Presnell
Tues.	AP Lit Int. / Pre-AP Make-up	OL Intervention	LMB	ACT Aspire Prep-Mixed Achievement-Low Growth	ACT Aspire Prep-High Achievement Low Growth
Wed.	Pre-AP Intervention/ make-up work	ACT Aspire Prep-High Achievement Low Growth	LMB	OL intervention	Collab. w/ Lang Blocked
Thurs.	ACT Aspire Prep-High Achievement Low Growth	ELL support/ Pre/ AP Make-UP	ACT Aspire Prep-Mixed Achievement-Low Growth	OL Make-up	AP Lang Intervention
Fri.	Collab. With Lit Blocked	ACT Aspire Prep-High Achievement Low Growth	Frisbee/ Disc Golf	Spoken Word- Poetry Club	Spoken Word- Poetry Club

11th

	Weisenfels	Lowrey	Reinhart	Denney	Teal
Tues.	English 11 Intervention	AP Lang Intervention	Eng. 11 make-up	Eng. 12	Eng. 11 Intervention
Wed.	Eng. 11 Make-up	Collab. w/ Lang Blocked	Eng. 11 Intervention	Eng. 12	Eng. 11 Intervention
Thurs.	Eng. 11 Intervention	AP Lang Intervention	AP Lit Intervention	Eng. 11/12 make-up	Eng. 11 Intervention
Fri.	ELL Support	Eng. 11 Intervention	Collab. With Lit	Eng. 11/12 make-up	Eng. 11 (solo)

			Blocked		Intervention room 243
--	--	--	---------	--	-----------------------

12th

	Currie	Taylor	Mink	Denney	Huber
Tues.	Eng. 12 Intervention	Eng. 12 Make-up	Eng. 12 Intervention w/ Currie	Eng. 12 Intervention	Eng. 12 make-up
Wed.	Grizzly Gamers	AP Lit Intervention	Eng. 12 Intervention	Eng. 12 ELL Support	Girl's PE
Thurs.	English 12	Eng. 12 Intervention	Eng. 12 Intervention	<i>Eng. 11</i>	Eng. 12 Intervention
Fri.	E-Sports	Collab. With Lit Blocked	Eng. 12 Intervention (solo- room 249)	<i>Eng. 11</i>	Eng. 12 Intervention