

Bexley High School English Scope and Sequence

	English 9	English 10	English 11	English 12
Writing	<p>Narrative (S1/Q1)</p> <p>Intro to literary analysis (S1/Q2) [short story/poem—emphasis on theme]</p> <p>Synthesis essay (based on <i>To Kill a Mockingbird</i> (S2/Q3)</p> <p>Argument with counterclaim/refute (S2/Q4)</p>	<p>Synthesis essay (S1/Q1)</p> <p>Literary analysis (S1/Q2) [full-length work of fiction]</p> <p>Research Paper (see below) (S2/Q3)</p> <p>Argument essay (S2/Q4)</p>	<p>Argument (S1)</p> <p>Speech analysis essay (S1/Q2)</p> <p>Literary analysis (S2) [use of secondary source(s)]</p> <p>Narrative (S2/Q4)</p>	<p>Expository essay (S1)</p> <p>Rhetorical analysis of non-fiction article (S1)</p> <p>Literary analysis (S2) [literary lenses & secondary source(s)]</p> <p>Research paper (see below)</p>
Research	Intro to process culminating in a speech (S1)	Process and Essay: (S2) Research-based argument on a controversial topic	Expository--American author (S2)	Argument--Problem-Solution (S2)
Reading: non-fiction	<p><i>The Seven Habits of Highly Effective Teens</i> (summer)</p> <p>Short works</p>	<p>Memoir: <i>Persepolis</i> or <i>Maus</i> or <i>A Long Way Gone</i></p> <p>Short works</p>	*American foundational documents and speeches [See Common Core list.]	<p>Daniel Pink: <i>A Whole New Mind</i></p> <p>Teacher-chosen articles / text for rhetorical analysis</p>
Reading: fiction *Core text	<p>Mythology</p> <p>Shakespeare tragedy (<i>R&J</i>)</p> <p>*<i>To Kill a Mockingbird</i></p> <p>* <i>Of Mice and Men</i></p> <p>Intro to poetry</p> <p>Short stories</p>	<p>The Epic/Hero Cycle <i>The Odyssey, Gilgamesh, Sundiata</i></p> <p>*Shakespeare comedy <i>Tempest</i> or <i>Taming of the Shrew</i> or <i>Much Ado About Nothing</i></p> <p>*<i>Lord of the Flies</i></p> <p>Poetry and short stories</p>	<p>Sample of American poetry and short stories</p> <p>*American drama (<i>The Crucible</i>)</p> <p>*<i>The Great Gatsby</i></p>	<p>*Shakespeare tragedy: <i>Othello</i> or <i>Macbeth</i></p> <p>*<i>Brave New World</i></p>

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Speaking	<p>Multimedia presentation on summer reading</p> <p>Short research speech and Powerpoint</p> <p>Collaborative classroom discussions</p>	<p>Honors: Presenting findings from research</p> <p>Collaborative classroom discussions</p>	<p>Expository presentations using multimedia</p> <p>Collaborative classroom discussions</p>	<p>Research symposium presenting written research</p> <p>Expository research presentations using digital media</p> <p>Collaborative classroom discussions</p>
Grammar/ Language conventions	<p>Review of parts of speech</p> <p>Conventions of grammar—phrases and clauses</p> <p>Avoiding run-ons & fragments</p> <p>Subject-verb agreement</p> <p>Introducing quotations</p> <p>Basic comma rules</p> <p>Use of apostrophes</p>	<p>Parallel sentence structure</p> <p>Purposeful use of phrases and clauses</p> <p>Use of semicolons</p> <p>Use of a colon to introduce a list or quotation</p> <p>Reinforcing basic comma rules</p>	<p>Review 9/10 grammar as needed</p> <p>Hyphenation conventions</p> <p>Apply knowledge of grammar to vary syntax for effect</p>	<p>Review 9/10 grammar as needed</p> <p>Apply knowledge of grammar to vary syntax for effect</p>
Rhetoric	<p>Evaluate a writer’s or speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p>Intro to source credibility</p>	<p>Introduction to ethos, pathos and logos</p> <p>Logical fallacies</p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of evidence and tone used</p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of evidence and tone used</p>