

## FLHS Scope and Sequence: ELA Curriculum (2019-2020)

This curriculum is driven by an accessible, skills-based approach to literacy. Consisting of four year-long courses, the curricular units are organized by the conceptual lenses of Conflicts and the Individual, the Quest and its Impact, Finding Our Voice, and Looking Forward across grades 9, 10, 11, and 12. Each scope builds on the information taught from the previous year. The **9th grade scope** establishes foundational knowledge of narratives and the literary devices that create them, conducting research, as well as argument writing and the mechanics that develop strong claims. The **10th grade scope** builds on this knowledge by guiding students deeper into literary content and supporting them in seeing connections between texts. By the **11th grade scope**, students take a critical look at a time period in order to analyze how society impacts writers and the writing they produce. Within the **12th grade scope** students will look beyond themselves to understand the world and their impact on a greater scale. Assessments, writing strategies, and instructional routine parallel each other and develop for deeper student-driven learning throughout the teaching of school-year.

9th Grade Scope	Conflicts and the Individual			
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit Theme</b>	<i>Identity - Finding One's Self</i>	<i>Relationships - Impact of the Self</i>	<i>Society - Fitting In</i>	<i>Otherness - Beyond Our Control</i>
<b>Assessments &amp; Protocols</b>	Baseline Assessment: <i>Modified Text-Analysis</i> Brief Narrative Essay Narrative Abstract Modified Fishbowl Discussion Standardized Protocols (see below)	Regents Based Text-Analysis Abridged Literary Analysis Standardized Protocols (see below)	Group Research Presentation Research Article Analysis Standardized Protocols (see below)	Argumentative Essay Socratic Seminar Standardized Protocols (see below)

10th Grade Scope	The Quest and its Impact			
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit Theme</b>	<i>The Voice of a "Hero"</i>	<i>The Journey</i>	<i>Confronting the Monster</i>	<i>Power and Progress</i>
<b>Assessments &amp; Protocols</b>	Baseline Assessment: <i>Analytical Paragraph</i> Narrative Abstract Defining Moment Narrative Text Analysis Standardized Protocols (see below)	Argumentative Essay Small Group Seminar Standardized Protocols (see below)	Research Paper Research Presentation Standardized Protocols (see below)	Argumentative Essay Text Analysis Standardized Protocols (see below)

<b>11th Grade Scope</b>	<b>Finding Our Voice</b>			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Unit Theme</b>	<i>The American Dream</i>	<i>Tragedy and Triumph</i>	<i>Values</i>	<i>College and Career</i>
<b>Assessments &amp; Protocols</b>	Argumentative Essay Socratic Seminar Debate Fishbowl Standardized Protocols (see below)	Expository Essay Photo Essay Trial Standardized Protocols (see below)	TED Talk Speech (in class and school wide) Standardized Protocols (see below)	The Personal Statement College Research Presentation or Brochure College Research Reflection Paper Story2 Standardized Protocols (see below)

<b>12th Grade Scope</b>	<b>Looking Outward</b>			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Unit Theme</b>	<i>College and Career Readiness</i>	<i>Legacy</i>	<i>My Community</i>	<i>Our Society</i>
<b>Assessments &amp; Protocols</b>	Personal Narratives Text Analysis Supplemental Essays Resumes Career Research Pamphlet/Presentation Standardized Protocols (see below)	Reader's Response Papers Discussion Blogs Conflict Analysis Theme Tracking Research Paper Legacy Interviews Small Group Discussions Multimedia Research Presentation Standardized Protocols (see below)	Evaluation of Primary and Secondary Sources: Photo Essay Speech Persuasive Essay  Presentation of an Original Speech Standardized Protocols (see below)	Evaluation of Primary and Secondary Sources: Sources: Persuasive Essay Reflection Paper  Original Documentary Standardized Protocols (see below)

## **FLHS Schoolwide Protocols (2019-2020)**

The Francis Lewis High School English Curriculum features a variety of schoolwide protocols that are utilized across grade levels and content areas in order to promote academic rigor, advanced literacies, student achievement, and equity and access for all students to the curriculum. Aligned with the Next Generation Learning Standards, our schoolwide protocols are research-based and designed to support students by setting schoolwide expectations and instructional routines for reading, writing, speaking, listening, and language development across all classrooms. Varied in scope and purpose, our protocols help students to develop key skills such as reading comprehension, communication, and language acquisition. Utilizing these protocols beginning in 9<sup>th</sup> grade, students will be able to focus on content mastery, engage in student-facilitated discussions, develop social emotional skills, and acquire the skills and communication practices necessary to become college and career ready. The following list outlines the types of protocols in which our students engage:

- Annotation Protocol
- Three Levels of Text Protocol
- Think Ink Pair Share Protocol
- 3-1-3 Discussion Protocol
- Pair Communication Protocol
- Text Circles Protocol
- Rhetoric Circles Protocol
- Literature Circles Protocol
- The Final Word Protocol
- Jigsaw Protocol
- Chalk Talk Protocol
- Socratic Seminar Protocol
- Fishbowl Protocol
- Writing Workshop Protocol
- Writing in Zones Protocol
- Take a Stand Protocol
- Cornell Note Taking Protocol