Upon entering each English course at Harrison High School, students are expected to know the vocabulary terms and possess the ability to complete the skills outlined in this document. These terms and skills come from the Georgia Standards of Excellence (GSE) for the previous ELA courses. For example, if you are entering the ninth grade, you are expected to have firm knowledge and understanding of the prerequisite vocabulary and skills derived from the GSE for kindergarten through eighth grade and outlined on the Ninth Grade Prerequisite Vocabulary and Skills handout (page 2 of this document), and if you are entering the tenth grade, you are expected to know and understand BOTH the Ninth and Tenth Grade Prerequisite Vocabulary and Skills (pages 2-3 of this document).

Please review the following documents and be prepared to discuss with your teacher early in the semester of your next English course. **Students, you will be held accountable for these terms and skills. These are not terms/skills that you should expect to learn in your upcoming English class.** Conduct the appropriate research to familiarize yourself enough to use these vocabulary terms and demonstrate these skills in an effective manner.

For your convenience, an optional tracking sheet has been included in this document. Feel free to track these vocabulary terms and skills using this document.
Students are expected to be familiar with the following terms, concepts, and skills upon entering the ninth grade.

**Standards-Based Academic Vocabulary:** Students should be able to define the following terms and identify them within a written work.

<table>
<thead>
<tr>
<th>Writing Genres</th>
<th>Chapter; Paragraph; Fiction; Nonfiction; Short Story; Novel; Informational Text; Biography; Autobiography; Dystopian Literature; Fable; Science Fiction; Poetry; Legend; Glossary; Index; Table of Contents; Media; Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Devices</td>
<td>Plot/plot diagram (exposition, rising action, climax, falling action, denouement/resolution); Setting; Narrator</td>
</tr>
<tr>
<td>Poetic and Sound Devices</td>
<td>Alliteration, Rhyme scheme; Consonance</td>
</tr>
<tr>
<td>Dramatic Devices</td>
<td>Irony</td>
</tr>
<tr>
<td>Rhetorical Devices</td>
<td>Rhetorical Question</td>
</tr>
</tbody>
</table>

**Critical Thinking Skills:**
- Analyze
- Infer
- Connotative Meaning
- Denotative Meaning
- Credible Source
- Context Clues
- Compare/Contrast
- Interpret
- Research
- Process of Elimination

**Grammatical Skills:** Students should be able to identify these concepts in written works and apply them to their own writing.
- Capitalization
- Antonyms
- Synonyms
- Commas
- Parts of speech (prepositions, conjunctions [coordinating, subordinating, correlative], interjections, nouns, pronouns, verbs, adjectives, and adverbs)
- Frequently confused words
- Verb tense (recognize and correct)
- Phrases and clauses within a sentence (recognize types of phrases, including verbals; punctuate correctly)
- Prepositional Phrases
- Modifying Clauses

**Writing Skills:** Students should be able to identify these concepts in written works and apply them to their own writing.
- Cite/Citation
- MLA heading, MLA header
- Lead-ins (somebody says, embedded/blended, independent clause/sentence)
- In-text parenthetical citation/documentation
- Works Cited page formatting with full MLA citations
- Title formatting
- Argumentative writing
- Informational/explanatory writing
- Narrative writing
- STEAL method of characterization
- CEI paragraph structure
- Prewriting
- Drafting
- Outline
- Editing
- Revision

**Technological Skills:** Students should be able to use a variety of technological platforms to create original work.
- Office 365—Microsoft Office (free access through CCSD; download software to a device dedicated to school work)
- Reliable password maintenance
- PowerPoint
Harrison High School English Department

Tenth Grade Prerequisite Vocabulary and Skills

*Students are expected to be familiar with and apply the following terms, concepts, and skills upon entering the tenth grade. These requirements are cumulative, and students are responsible for in-depth knowledge of the prerequisite vocabulary and skills from previous courses.

**Standards-Based Academic Vocabulary:** Students should be able to define the following terms and identify them within a written work.

<table>
<thead>
<tr>
<th>Writing Genres</th>
<th>Drama; Narrative; Argument; Expository; Prose; Synthesis; Comedy; Reference Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Devices</td>
<td>Characterization (direct, indirect, static, dynamic, round, flat, antagonist, protagonist); Personification; Metaphor; Simile; Hyperbole; Imagery; Irony (dramatic, situational, verbal); Conflict (internal, external); Theme; Allusion; Foreshadowing; Point of view (1st person, 3rd person limited, 3rd person omniscient); Diction; Symbol; Suspense; Nostalgia; Dialogue</td>
</tr>
<tr>
<td>Poetic and Sound Devices</td>
<td>Rhyme Scheme; Free Verse; Alliteration; Consonance; Assonance; Internal Rhyme; External Rhyme; Onomatopoeia; Couplet; Repetition; Stanza</td>
</tr>
<tr>
<td>Dramatic Devices</td>
<td>Act; Scene; Foil</td>
</tr>
<tr>
<td>Rhetorical Devices</td>
<td>Ethos; Logos; Pathos; Audience/Demographics</td>
</tr>
</tbody>
</table>

**Critical Thinking Skills:**
Synthesize; Context; Evaluate; Generalization; Objective; Subjective; Explicit; Implicit; Annotation; Standard English Conventions

**Grammatical Skills:** Students should be able to identify these concepts in written works and apply them to their own writing.
Parts of Speech; Independent Clause; Dependent Clause; Fragments; Run-ons; Parallel Structure; Subject/Verb Agreement; Pronoun/Antecedent Agreement; Vague pronouns (recognize and correct); Varied sentence patterns; Correcting misplaced and dangling modifiers; Precise language, eliminating wordiness and redundancy

**Writing Skills:** Students should be able to identify these concepts in written works and apply them to their own writing.
MLA Formatting and Citation; Thesis/Claim Statement; Supporting Evidence; Introduction; Body; Conclusion; Consistent style and tone; Formal writing style; Fluency of quote lead-ins; Style; Voice; Extended Response; Constructed Response; Syntax

**Technological Skills:** Students should be able to use a variety of technological platforms to create original work.
Typing; Office 365; Turnitin.com; Google Drive; USA TestPrep; Sadlier Connect; Google Slides; Prezi; College Board; Khan Academy
*Students are expected to be familiar with, apply, and analyze the following terms, concepts, and skills upon entering the eleventh grade. These requirements are cumulative, and students are responsible for in-depth knowledge of the prerequisite vocabulary and skills from previous courses.

**Standards-Based Academic Vocabulary:** Students should be able to define the following terms and identify them within a written work.

<table>
<thead>
<tr>
<th><strong>Writing Genres</strong></th>
<th>Rhetorical Analysis; Literary Analysis; Memoir; Literary Criticism; Epic Poem; Mythology; Eulogy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary Devices</strong></td>
<td>Tone; Mood; Theme Statement; Motif; Dialect; Euphemism; Hero’s Journey; Archetype; Deus ex machina</td>
</tr>
<tr>
<td><strong>Poetic and Sound Devices</strong></td>
<td>Iambic Pentameter; Pun</td>
</tr>
<tr>
<td><strong>Dramatic Devices</strong></td>
<td>Soliloquy; Monologue; Aside; Stage Directions; Tragedy; Tragic Hero; Hamartia; Chorus; Tragic Flaw; Hubris</td>
</tr>
<tr>
<td><strong>Rhetorical Devices</strong></td>
<td>Rhetoric; Anecdote; Statistics; Analogy; Proverbs; Parallel Structure; Counterargument; Understatement; Contradiction; Bandwagon</td>
</tr>
</tbody>
</table>

**Critical Thinking Skills:**
Critique; Broad; Narrow; Hypothetical; Theoretical; Ambiguity; Socratic Seminar

**Grammatical Skills:** Students should be able to identify these concepts in written works and apply them to their own writing.
Phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial); Uses of Colons; Effective Syntax

**Writing and Presentation Skills:** Students should be able to identify these concepts in written works and apply them to their own writing.
Formatting Dialogue; Precision of Language; Sophisticated Transitional Elements; Literary Analysis; CEI Paragraph Construction; Articulation; Inflection

**Technological Skills:** Students should be able to use a variety of technological platforms to create original work.
Creating and maintaining a blog
*Students are expected to be familiar with, apply, analyze, and evaluate the following terms, concepts, and skills upon entering the twelfth grade. Students are also expected to use their knowledge of these terms, concepts, and skills to create their own original works. These requirements are cumulative, and students are responsible for in-depth knowledge of the prerequisite vocabulary and skills from previous courses.

**Standards-Based Academic Vocabulary:** Students should be able to define the following terms and identify them within a written work.

<table>
<thead>
<tr>
<th>Writing Genres</th>
<th>Novella; Frame Narrative; Satire; Peer-Reviewed Scholarly Articles; Paradox; Oxymoron; Colloquialism; Propaganda; Advertisement; Literary Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Devices</td>
<td>Allegory; Stream of Consciousness P.O.V.; Euphemism; Catharsis; Juxtaposition; Extended Metaphor</td>
</tr>
<tr>
<td>Poetic and Sound Devices</td>
<td>Slant Rhyme; Apostrophe; Metonymy; Synecdoche; Enjambment; Epigram</td>
</tr>
<tr>
<td>Dramatic Devices</td>
<td>Reference previous course material.</td>
</tr>
<tr>
<td>Rhetorical Devices</td>
<td>Anaphora; Antithesis; Fallacy; Syllogism; Concession</td>
</tr>
</tbody>
</table>

**Critical Thinking Skills:**
Deductive; Inductive; Aesthetic; Pragmatic; Research Question; Nuance; Cognition; Metacognition; Cross Curricular; Etymology

**Grammatical Skills:** Students should be able to identify these concepts in written works and apply them to their own writing. Ellipsis; Punctuation of quoted dialogue; Punctuation for effect

Avoid inappropriate shifts in tone/mood, redundancies, wordiness, vague pronouns; dangling and ambiguous modifiers

**Writing Skills:** Students should be able to identify these concepts in written works and apply them to their own writing. Publishing; Critical Lenses

**Technological Skills:** Students should be able to use a variety of technological platforms to create original work. Reference previous course materials.
Please reference the Prerequisite Vocabulary and Skills document to complete this optional handout. You are expected to be familiar with the terms, concepts, and skills indicated on that document upon entering your next English course at Harrison.

*Print multiple copies to ensure you have room to track all terms, concepts, and skills.*

<table>
<thead>
<tr>
<th>Term, Concept, or Skill</th>
<th>Definition</th>
<th>Example</th>
<th>What have you done in the past that has helped you learn this word or develop this skill?</th>
</tr>
</thead>
</table>
| Sample: biography       | (noun) an account of someone’s life written by someone else | *Martin Luther King, Jr.: A Biography* by Roger Bruns  
*A. Lincoln* by Ronald C. White | In my 8th grade Georgia Studies class, we read part of a biography about Dr. Martin Luther King, Jr. I learned about MLK’s life and the qualities that made him a great civil rights leader. I also read *I Am Malala*, but that’s not a biography; it is an autobiography. |