

<p>Learning Targets:</p> <ul style="list-style-type: none"> - Students must be able to know how to read for effectiveness, comprehension, and higher order thinking. - Students must understand and show that they can read a wide variety of literature for higher order thinking. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - What are reading strategies and why are they important? - What is figurative language and how does it affect the way we read literature?
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Time frame	Student Targets/Areas of Focus	Literary Terms and Devices	Resources
2-3 Weeks	<p>Reading Focus:</p> <ul style="list-style-type: none"> - Short Stories - Poems - Novel Excerpts - News articles <p>Writing Focus:</p> <ul style="list-style-type: none"> - Beginning structure for different On-Demand writing styles. - Annotation skills <p>The students will do the following:</p> <ul style="list-style-type: none"> - Take notes over and practice a wide variety of reading strategies. - Read a variety of short works and practice using different reading strategies. 	<p>Reading Strategies:</p> <ul style="list-style-type: none"> - Previewing - Contextualizing - Questioning - Reflecting - Summarizing - Evaluating - Comparing and Contrasting Related Works <p>Literary:</p> <ul style="list-style-type: none"> - Exposition - Rising action - Climax - Falling action - Resolution - Conflict - Internal conflict - Theme - Mood - Motif - Dynamic/static character - Flat/round character - Indirect/direct characterization - Making predictions - Questioning the text - Level One: Questions of fact - Level Two: Questions of Interpretation - Level Three: Questions Beyond 	<ul style="list-style-type: none"> - SpringBoard - Literature Book - Short Stories - Variety of Poetry - News Articles - Novel excerpts - Personal Reading material - Film clips

		the Text - Symbolism - Irony - Setting	
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Standards	Tasks/Assignments
<p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea 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; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>CCSS.ELA-Literacy.W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ul style="list-style-type: none"> - Notes - Quizzes - Annotating - Reading together as a class - Reading independently - Discussing three types of questioning. - Group work - Computer work - Star Reading - Pre-Test - Post-Test

<p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9-10.9.a Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). CCSS.ELA-Literacy.W.9-10.9.b Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate 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").</p>	
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English 1	Unit 2: Drama
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<p>Learning Targets:</p> <ul style="list-style-type: none"> - Understand the difference between the different genres of literature is a vital element to being a successful independent reader. Knowing the differences in how a drama is written compared to poetry, prose or non-fiction is key to understanding. - Learn and apply understanding of drama terminology. - Use understanding of the drama genre to answer different questioning levels and prove basic and higher level understanding of the genre. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - Why is it important to learn the differences how drama is written compared to other genres? - What is the different vocabulary used in the writing of a drama compared to other literary genres? - How does drama reflect on the society in which it was published?
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Time frame	Student Targets/Areas of Focus	Literary and Film Terms and Devices	Resources
3-5 Weeks	Reading: <ul style="list-style-type: none"> - Romeo and Juliet - Articles about the Elizabethan era - Current articles that relate to the story - Non-fiction literature - Poetry/Sonnets 	Literary Terms: <ul style="list-style-type: none"> - Sonnet - Rhyme - Syllables - Drama - Stage Directions - Soliloquy - Dramatic Monologue - Aside 	Resources: <ul style="list-style-type: none"> - Romeo and Juliet Play - Articles - Clips from new version of film - Romeo and Juliet Movie 1969 version - Film clips from

	<p>Writing:</p> <ul style="list-style-type: none"> - Graphic Organizers - Analysis of scenes and the genre - On-demand styles (Body Paragraphs) <p>The students will do the following:</p> <ul style="list-style-type: none"> - Read the play as a class. - Read the play individually. - Read and annotate articles - Apply literary and drama terms to assignments regarding the play - Test over terms and reading comprehension - Vocabulary Practice - Writing – On Demand practice that relates to the drama genre and the Elizabethan era. - Group Work - Project - Honors 	<ul style="list-style-type: none"> - Dramatic Irony - Verbal Irony - Situational Irony - Metaphor - Simile - Personification - Puns - 	<p>various movies to illustrate terms</p> <ul style="list-style-type: none"> - Poetry - Test - Quizzes - Vocabulary Practice guides
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Standards:	Tasks/Assignments:
<p>CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea 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; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-Literacy.RL.9-10.4 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> - Reading - Annotating - Group work - Vocabulary practice - Grammar practice - Write poetry - Test - Quizzes

<p>CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>CCSS.ELA-Literacy.RL.9-10.8 (RL.9-10.8 not applicable to literature)</p> <p>CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
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English 1	Unit 3: Novel Study
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<p>Learning Targets:</p> <ul style="list-style-type: none"> - Be a reflective reader and understand how historical events, social movements, and society as a whole impact literature and the stories we tell. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How does reading a whole novel compare to reading shorter works of literature? - What about the society, social structure, events, and time effects how literature is
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<ul style="list-style-type: none"> - Compare whole novel reading to short stories, poetry, and drama. - How is prose written and what is the author's purpose in choosing that style of writing. 	<ul style="list-style-type: none"> written and what it is about? - How is reading a novel different from reading shorter works of literature?
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Time frame	Student Targets/Areas of Focus	Literary Terms	Resources
5-7 Weeks	<p>Reading:</p> <ul style="list-style-type: none"> - Read a holocaust novel. - <i>Night</i>, - <i>Boy in the Striped Pajamas</i>, - <i>Gerda Stein novel</i>, - <i>I Will Plant you a Lilac Tree</i> - Articles about story and historical - Journals <p>Writing:</p> <ul style="list-style-type: none"> - Practice On Demand – Applying Sources - <p>The students will do the following:</p> <ul style="list-style-type: none"> - Read a novel - Practice discussion techniques - Vocabulary Practice - Writing practice - Group work - Technology/Research 	<ul style="list-style-type: none"> - Vocabulary Practice - Grammar Terms and principles - Annotation - Reading Strategies - Similes - Metaphors - Motifs - Theme - Symbolism - Three Levels of Questioning - Authors Intent - Tone - Mood - Denotation - Connotation 	<ul style="list-style-type: none"> - Novels - Graphic Organizers - Computers - Research time - Writing Labs - Grammar practice - Notes/powerpoint

Standards:	Tasks/Assignments:
<p>CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters</p>	<ul style="list-style-type: none"> - Quizzes - Essays - Group Projects - Partner work - Discussions - Graphic Organizers - Reading Articles - Taking notes - Annotating

are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.5](#)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

[CCSS.ELA-Literacy.RL.11-12.6](#)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[CCSS.ELA-Literacy.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.W.11-12.1.c](#)

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-Literacy.W.11-12.2.d](#)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[CCSS.ELA-Literacy.W.11-12.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.SL.11-12.1.a](#)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of

ideas.	
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English 1	Unit 4: English Mechanics/Poetry
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<p>Learning Targets:</p> <ul style="list-style-type: none"> - To understand the basics of language mechanics and the appropriate use of grammar in writing and communication - To apply grammar mechanics to writing and communication - To understand and effectively read poetry. - Apply reading comprehension skills and higher order thinking to reading poetry and answering a variety of questions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - Why is it important to read, understand, and appreciate the art of poetry as its own genre of literature and its impact on society? - How does poetry reflect the time periods in which it was written? Why is that important to the understanding and message of poetry?
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Time frame	Student Targets/Areas of Focus	Literary Terms and Vocabulary	Resources
2-3 Weeks	<p>Reading:</p> <ul style="list-style-type: none"> - A wide variety of poetry - Film clips and poetry slam samples - Classic and modern poetry <p>Writing:</p> <ul style="list-style-type: none"> - Practice On Demand – Conclusions - Write a wide variety of poetry - Grammar practice <p>Students will do the following:</p> <ul style="list-style-type: none"> - Read a wide variety of poetry to gain perspective on the author’s intent and message - Practice writing and finding themes. 	<ul style="list-style-type: none"> - All literary terms from previous units. 	<ul style="list-style-type: none"> - Poetry - Film clips - Grammar practice - Notes - Tests - Quizzes

<p>Standards:</p> <p>CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Tasks/Assignments:</p> <ul style="list-style-type: none"> - Quizzes - Notes - Reading - Writing - Group work
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[CCSS.ELA-Literacy.RL.11-12.3](#)

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.5](#)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

[CCSS.ELA-Literacy.RL.11-12.6](#)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[CCSS.ELA-Literacy.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.W.11-12.1.c](#)

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-Literacy.W.11-12.2.d](#)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[CCSS.ELA-Literacy.W.11-12.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.SL.11-12.1.a](#)

<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
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