

| Week | Marking Period 1 | Week | Marking Period 3 |
|------|---|------|--|
| 1 | Introduce Native American Traditions using <i>The Language of Literature</i> : “In Harmony with Nature,” <i>The World on the Turtle’s Back</i> , <i>Song of the Sky Loon</i> , <i>Coyote Stories</i> , <i>The Man to Send Rain Clouds</i> , <i>The Way to Rainy Mountain</i> . | 21 | <i>Of Mice and Men</i> by John Steinbeck Vocabulary unit 10 Robert Frost poem, “The Death of the Hired Man,” (Honors) “The Love Song of J. Alfred Prufrock” Sylvia Plath, Anne Sexton (Honors) |
| 2 | Vocabulary unit 1 | 22 | Vocabulary unit 11 |
| 3 | Grammar review: <i>Language of Literature, Language Structure and Use</i> : Defining all Parts of Speech, Identifying Sentence Errors | 23 | Unit Seven <i>War and Abroad</i> <i>Language of Literature</i> : Randall Jarrell, “Death of the Ball Turret Gunner,” John Steinbeck “Why Soldiers Talk” Tim O’Brien “Ambush” Vocabulary unit 12 |
| 4 | First Encounters chapter, <i>The Language of Literature</i> : William Bradford, <i>Of Plymouth Plantation</i> , <i>Women and Children First: The Mayflower Pilgrims</i> , <i>The Interesting Narrative of the Life of Olaudah Equiano</i> Vocabulary unit 2 | 24 | <i>Integration and Disintegration</i> , Martin Luther King, Jr. “Letter from Birmingham Jail,” “Teenage Wasteland,” Anne Tyler Unit 13 Vocabulary Introduce Steinbeck background for Steinbeck novel unit, <i>The Grapes of Wrath</i> (Honors) |
| 5 | Unit Two: <i>Language of Literature The Puritan Tradition</i> : “To My Dear and Loving Husband (Honors and Advanced) “Upon the Burning of Our House, July 10, 1666., Anne Bradstreet, “The Examination of Sarah Good,” Salem Court Documents, 1692, Jonathan Edwards, “Sinners in the Hands of an Angry God | 25 | Unit 14 Vocabulary Introduce <i>Adventures of Huckleberry Finn</i> . for Advanced level and College Prep. <i>The Grapes of Wrath</i> by Steinbeck (Honors) |
| 6 | Vocabulary unit 3 <i>The Crucible</i> | 26 | Unit 15 Vocabulary <i>Huckleberry Finn</i> by Mark Twain or <i>My Antonia</i> by Willa Cather <i>The Grapes of Wrath</i> by John Steinbeck *(Honors) |
| 7 | <i>The Crucible</i> by Arthur Miller Vocabulary unit 4 Connect to Literature, Extend Interpretations and Connect to Life writing assessments, Act Two, <i>The Crucible</i> | 27 | Unit 16 Vocabulary <i>Adventures of Huckleberry Finn</i> by Mark Twain or <i>My Antonia</i> by Willa Cather <i>The Grapes of Wrath</i> by John Steinbeck *(Honors) |
| 8 | <i>The Crucible</i> by Arthur Miller Act Three, Act Four Literary Analysis, Paired Activities, <i>Language of Literature</i> Vocabulary unit 5 | 28 | Unit 17 Vocabulary <i>The Grapes of Wrath</i> *(Honors) <i>My Antonia</i> by Willa Cather (Mini research paper related to novel) |
| 9 | <i>The Crucible</i> by Arthur Miller | 29 | Mini research paper related to novel |

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| | Vocabulary unit 5 Literary Analysis: Plot and Conflict Essay assignment, <i>The Crucible</i> Mini research assignment: McCarthy era | | |
| 10 | Culminating assessment: <i>The Crucible</i> Unit test, Composition, View movie, <i>The Crucible</i> | 30 | The American Dream: <i>The Great Gatsby</i> by F. Scott Fitzgerald. Introduce themes, author, setting, Characterization, plot |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | Vocabulary unit 6 <i>Language of Literature</i> : The Spirit of Transcendentalism “Psalm of Life,” Henry Wadsworth Longfellow, “The Devil and Tom Walker,” Washington Irving | 31 | The American Dream: <i>The Great Gatsby</i> by F. Scott Fitzgerald Vocabulary unit 18 Author’s study, F. Scott Fitzgerald |
| 12 | Introduce Emerson and Thoreau: <i>Civil Disobedience</i> , <i>Walden</i> , “On Civil Disobedience,” by Mohandas K. Gandhi | 32 | <i>The Great Gatsby</i> by F. Scott Fitzgerald Vocabulary unit 19 |
| 13 | Vocabulary unit 7 Selected poems: <i>I Hear America Singing</i> , Walt Whitman <i>I Sit and Look Out</i> <i>Ode to Walt Whitman</i> Pablo Neruda Reflective Personal Essay | 33 | <i>The Great Gatsby</i> by F. Scott Fitzgerald Vocabulary unit 20 |
| 14 | American Gothic: The Dark Side of Individualism, <i>Language of Literature</i> Edgar Allen Poe – Author’s Study “The Masque of the Red Death” short story “The Raven,” Edgar Allen Poe “The Fall of the House of Usher” Video/YouTube of Poe’s poems “Legend of Sleepy Hollow,” “Rip Van Winkle,” Washington Irving | 34 | Introduce <i>The Harlem Renaissance Language of Literature</i> . Author’s Study: Langston Hughes Pgs.920-938. Additional authors: James Johnson, Countee Cullen, Claude McKay, Arna Bontemps, Zora Neale Hurston, Alice Walker, Gwendolyn Brooks, Toni Morrison Robert Frost selected poems. |
| 15 | Vocabulary unit 8 Unit Four Conflict and Expansion, <i>Language of Literature</i> : Slavery and the Civil War Time Line, Historical Background, Voices of the Times. “Narrative of the Life of Frederick Douglas, American Slave” Frederick Douglas <i>An Occurrence at Owl Creek</i> short story by Ambrose Bierce, (Honors and Advanced) “The Gettysburg Address,” Abraham Lincoln | 35 | Novel unit: <i>To Kill a Mockingbird</i> Elements of the Novel as genre Harper Lee author’s study “The Scottsboro Boys,” Non-fiction online informational article |
| 16 | Assign novel to Honors and Advanced: <i>The Red Badge of Courage</i> College Prep: Mark Twain unit: | 36 | <i>To Kill a Mockingbird</i> novel unit continues. Vocabulary study Comprehension questions. |

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| | “The Autobiography of Mark Twain,” “Life on the Mississippi,” Literature in Performance video | | Active Reading notes |
| 17 | Vocabulary unit 9 Twain unit continues, “The Notorious Jumping Frog of Calaveras County.” <i>The Red Badge of Courage</i> novel (Advanced and Honors) | 37 | <i>To Kill a Mockingbird</i> by Harper Lee Vocabulary unit 21 |
| 18 | <i>Language of Literature</i> “The Changing Face of American” 1855-1925 Emily Dickinson selected poems, pgs.746- 759. “The Author’s Style,” Literature in Performance Video <i>The Red Badge of Courage</i> final assessment test | 38 | Introduce Shakespeare unit, <i>Julius Caesar</i> Shakespeare background review Historical connection Reading strategies for Shakespeare historical play. |
| 19 | Unit: The American Dream: <i>Language of Literature</i> , Historical Background, Voices of the Times: novel: <i>Of Mice and Men</i> John Steinbeck | 39 | Vocabulary from the drama, <i>Julius Caesar</i> drama by Shakespeare |
| 20 | Continue reading <i>Of Mice and Men</i> Supplemental Reading: “The New Immigrants,” “In American Society,” Midterm Review | 40 | <i>Julius Caesar</i> drama by Shakespeare Final assessment on Shakespeare drama. Begin final exam review Final essay assignment |

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| English II | All Levels | Time Frame: 1 month |
| Topic | | |
| Puritan beginnings | | |
| Essential Questions | | |
| <ul style="list-style-type: none"> • How does our literary past help to define our identity as modern Americans? • How have the literary works of our founding fathers and other American revolutionaries shaped our country's system of government and beliefs about personal freedom? • How does the perception of government changed between leader and writers of this period? • How is society's perception of morality determined by the perceived hierarchy? • Within such a hierarchy, is there a place for personal freedom? • Where is the line between personal freedom and society's mandates? | | |
| Enduring Understandings | | |
| <ul style="list-style-type: none"> • In the midst of society's need to control, man continues his quest for freedom. • Our forefathers produced a wide variety of literature and informational texts that have served as the building blocks of our nation. • The origins of the American Dream can be traced back to our forefathers. • The Puritan beginnings illustrate the reasons why our founding fathers felt compelled to include the need for a distinction between church and state. <p>Potential works of study: William Bradford's <i>History of Plymouth Plantation</i>, Jonathan Edwards' <i>Sinners in the Hands of an Angry God</i>, Salem Court Documents' <i>The Examination of Sarah Good</i>, Arthur Miller's <i>The Crucible</i> and Nathaniel Hawthorne's <i>The Scarlet Letter</i>, <i>Sinners in the Hands of an Angry God</i>, <i>The Crucible</i>, <i>Of Plymouth Plantation</i>, William Bradford,</p> | | |

Alignment to Common Core and Career Standards ELA

WRITING

Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 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.
 - 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.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W2.2.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W2.3.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Range of Writing

- **W4.1.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE

Conversations of Standard English

- **L1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.*
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Knowledge of English

- **L2.1.** 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.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

- **L3.1.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L3.2.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **L3.3.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING: LITERATURE

Key Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL1.2.** 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.
- **RL1.3.** 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.

Craft and Structure

- **RL2.1.** 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).
- **RL2.2.** 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.
- **RL2.3.** 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.

Range of Reading and Level of Text Complexity

- **RI4.1.** 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.

READING: INFORMATIONAL TEXT

Key Ideas and Details

- **RI1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI1.2.** Determine a central idea of a text and analyze 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.
- **RI1.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- **RI2.1.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **RI2.2.** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI2.3.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- **RI3.1.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **RI3.2.** 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.
- **RI3.3.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

- **RI4.1.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - 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.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **SL1.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL1.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- **SL2.1.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL2.2.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL2.3.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Key Concepts and Skills

- Comprehend the term *freedom* and how/why the definition of this term has historically changed
- Evaluate the historical accuracy of a fictional text when compared to a primary text from the same time period
- Examine theocracy versus democracy and formulate a position on which system is the most ethical, moral, and sustainable.
- Understand that the conflict between moral principles and society dictates is and has always been central to individualism
- Recognize the author’s purpose and analyze the corresponding theme
- Reading aloud

- Making predictions, assumptions, and inferences about character decisions and Draw conclusions using this information
- Questions and discover themes

Learning Activities

- Presentation of author background
- Optional essay writing- expository and character analysis
- Identify, define and apply new literature based vocabulary
- Class discussions to discuss theocracy and democracy
- Working in groups for team projects on historical, social, government concepts
- Develop student study guides identifying essential information about reading and present findings in class
- Dramatization or illustration of a scene from one of the short pieces, novel, or play
- Cooperative learning activities outlining events and predictions
- Vocabulary exercises

Assessments

- Journal writing
- Exit tickets
- Class discussions and participation
- Literary Analysis Essay
- Reading comprehension quizzes
- Do Nows
- Group Projects

21st Century Skills

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|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies
- Public Speaking
- Social Skills
- Communications

Technology Integration

- Overhead/Data projector
- Elmo
- Library databases
- Power Point
- IPod/Speakers

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| English II | All Levels | Time Frame: 4 weeks |
| Topic | | |
| American Romanticism: From Transcendentalism to the Dark Side | | |
| Essential Questions | | |
| <ul style="list-style-type: none"> • How do Romantic authors stress the importance of a close relationship to nature? • How does American Romantic literature help in gaining an understanding of our own individualism through nature? • What Transcendental elements present themselves in darker works of fiction from the Romantic period? • How can the American Romantic author’s examination of psychological darkness and terror lead to a deeper understanding of ourselves? • How do American Romantic writers propose the possibility for people to live as individuals and nonconformist in society? | | |
| Enduring Understandings | | |
| <ul style="list-style-type: none"> • Recognizing historical and cultural relevancy of period authors and works shows that the works have a universal thematic timelessness. • The Transcendental philosophy was not readily accepted by societal standards, as it required one to cast off personal possession in a time of great discovery, yet the inherent benefits of this “simple” lifestyle would have greatly altered the fate of the Romantic protagonist. • The American Romantic authors exhibit the dark underside of writing including a fascination with death, disease, madness, evil, the supernatural and the destructive aspects of nature. • Other Romantic writers believe in the beneficial effects of a close link between humanity and nature. • To understand, appreciate, and visualize imagery through short stories and poetry. | | |
| <p>Potential works of study: Washington Irving’s <i>The Devil and Tom Walker</i>, <i>Rip Van Winkle</i>, and <i>The Legend of Sleepy Hollow</i>, Henry Wadsworth Longfellow’s <i>A Psalm of Life</i>, Ralph Waldo Emerson’s <i>from Self Reliance</i>, Henry Davis Thoreau’s <i>from Walden</i>, Edgar Allan Poe’s <i>The Masque of the Red Death</i>, <i>The Raven</i>, <i>The Fall of the House of Usher</i>, <i>Annabelle Lee</i>, <i>Murders in the Rue Morgue</i> and Nathaniel Hawthorne’s <i>The Minister’s Black Veil</i>, <i>The Notorious Jumping Frog of Calaveras</i>, Jumping Frog newspaper article</p> | | |

Alignment to Common Core and Career Standards ELA

WRITING

Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 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.
 - 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.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W1.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W2.2.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W2.3.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- **W3.1.** 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.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* 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]”).
 - Apply *grades 9–10 Reading standards* 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”).

Range of Writing

- **W4.1.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE

Conversations of Standard English

- **L1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Knowledge of English

- **L2.1.** 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.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s

Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

- **L3.1.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L3.2.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **L3.3.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING: LITERATURE

Key Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL1.2.** 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.
- **RL1.3.** 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.

Craft and Structure

- **RL2.1.** 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).
- **RL2.2.** 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.
- **RL2.3.** 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.

Integration of Knowledge and Ideas

- **RL3.1.** 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*).
- **RL3.2.** (Not applicable to literature)

- **RL3.3.** 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).

Range of Reading and Level of Text Complexity

- **RL4.1.** 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.

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - 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.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **SL1.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL1.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- **SL2.1.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL2.2.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL2.3.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Key Concepts and Skills

- Recognize author’s purpose and analyze the corresponding theme.
- Model Romantic author style in writing.
- Recognize the basic elements of short story, specifically setting, characterization, point-of-view, plot, and conflict.

- Identify elements of work that contribute to its mood.
- Analyze transcendental elements in a variety of essays.
- Make predictions, assumptions, and inferences about characters decisions and draw conclusions using this information.
- Visualize settings and the way setting influences characters, plot or mood.
- Comprehend and utilize several poetic devices
- Recognize and interpret allegory

Learning Activities

- Craft writing passages which mimic and/or use author's style (potential creative writing assignment- writing a mystery using Poe's dark detective story as a model)
- Cooperative learning activities outlining events, predicting outcomes
- Compose a poem using figurative language, imagery, assonance, consonance, alliteration
- Respond to comprehensive questions
- Art and music selections by students to accompany a short story or a poem
- Poetry analysis-Longfellow Parody
- Short story analysis to comprehend irony, symbolism, and telling details
- Picture Prompts using the literature text pictures to establish writing scenarios
- Journal writing
- Group projects which chart poetic devices in poems
- Group or individual readings of poems

Assessments

- Group projects
- Poems-Poe Parody
- Mystery Writing-Poe's detective short story
- Literary Analysis Essay- Irving's use of Romantic elements within his short stories, Updated Faust Legend, rhyme scheme, review of metaphor
- Journal writing
- Partners: Bumper Sticker-philosophy of life (Longfellow, Emerson, Thoreau)
- Quote analysis
- Reading comprehension quizzes
- Vocabulary quizzes on literary terms
- Tests: Irving, Poe
- Do Nows
- Exit Tickets

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies
- Public Speaking
- Social Skills
- Communications

Technology Integration

- Overhead/Data Projector
- Elmo
- Library Databases
- Power Point
- IPod/Speakers

English II

All Levels

Time Frame: 1 Quarter

Topic

The effects of societal pressure on man's identity

Essential Questions

- How can literature teach us to break through barriers through prejudice to promote tolerance?
- How are writers critics of the apparent flaws in modern society?
- How does literature prove that society forces its citizens to take unpopular but moral stances in order to promote change?
- How do Lee's, Hansberry's, and Salinger's works help define courage?
- In real-life do people always receive the same treatment as others and how does this apply to the Younger family, Holden Caulfield, Boo Radley and Tom Robinson?
- How are historical and cultural context reflected in literature of Lee, Hansberry and Salinger?

Enduring Understandings

- Understand or empathy obtained from literature can compel kindness and check cruelty
- Literature provides the reader with the ability to understand others better by considering background and perspective
- Literature can show that societies are governed by spoken and unspoken codes of behavior
- Literature helps students develop a personal sense of courage which enables them to make the right decision in a difficult situation

Potential works of study: Harper Lee's *To Kill a Mockingbird*, Lorraine Hansberry's *A Raisin in the Sun*, J.D. Salinger's, *The Catcher in the Rye* J. D. Salinger, *The Glass Menagerie*, Tennessee Williams, *Julius Caesar*, William Shakespeare

Alignment to Common Core and Career Standards ELA

WRITING

Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 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.
 - 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.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W1.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- **W2.2.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W2.3.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- **W3.1.** 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.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* 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]”).
 - Apply *grades 9–10 Reading standards* 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”).

Range of Writing

- **W4.1.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE

Conversations of Standard English

- **L1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Knowledge of English

- **L2.1.** 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.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s

Vocabulary Acquisition and Use

- **L3.1.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L3.2.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **L3.3.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Research to Build and Present Knowledge

- **W3.1.** 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.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* 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]”).
 - Apply *grades 9–10 Reading standards* 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”).

Range of Writing

- **W4.1.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

READING: LITERATURE

Key Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL1.2.** 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.
- **RL1.3.** 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.

Craft and Structure

- **RL2.1.** 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).
- **RL2.2.** 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.
- **RL2.3.** 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.

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - 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.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking turns, posing questions, etc.).
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Craft and Structure

- **RL2.1.** 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).
- **RL2.2.** 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.
- **RL2.3.** 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.

Presentation of Knowledge and Ideas

- **SL2.1.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL2.2.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL2.3.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Key Concepts and Skills

- Reading aloud and silent sustained reading
- Work in groups for think/pair/share and team projects
- Analyze how works of a given period reflect historical and social events and conditions
- Identify define, evaluate, and synthesize central ideas of the text
- Analyze the text for the author’s purpose, style and voice
- Visualize settings and the way setting influences characters, plot or mood
- Question and discover themes in novels and plays
- Understand fiction by analyzing elements of plot, character, setting and theme
- Learn inference skills
- Develop essay writing skills further with persuasive, narrative, and expository essay

- Analyze related films for integrity of author’s original intent
- Identify and explain how decisions and actions can influence the consequences a person will face
- Analyze how literature reflects and affects society

Learning Activities

- Comprehension check questions
- Expository essay introducing a thesis about character and theme
- Generate a literature based vocabulary list
- Classroom discussions
- Find a define the symbols used in a given novel or play
- Find literary techniques such as figurative language and rhetorical devices
- Examine the effects of setting
- Examine how a specific character does not remain static and develops dynamic traits throughout the course of the work
- Comprehend and apply knowledge of dramatic elements

Assessments

- Quote quizzes to monitor reading
- Comprehension check questions
- Literary analysis essay writing
- Expository and or persuasive essay writing
- Classroom discussions
- Group projects-public speaking

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Psychology
- Social Skills
- Social Studies
- Communications
- Public Speaking

Technology Integration

- Overhead/Data projector
- Library databases
- Power Point
- IPod/Speakers
- Elmo

| | | |
|--|------------|---------------------|
| English II | All Levels | Time Frame: 4 weeks |
| Topic | | |
| The American Dream | | |
| Essential Questions | | |
| <ul style="list-style-type: none">• What common factors contribute to the loss of the American Dream in the early American novel?• How can a protagonist drift from society and other characters while on the search for the American Dream?• How does narration and point-of-view affect the reader's experience with work?• How was the American Dream re-defined throughout the nineteenth and early-twentieth-century?• How were the strengths and flaws of the American Dream evident in societal trends? | | |
| Potential works of study: F. Scott Fitzgerald's <i>The Great Gatsby</i> , John Steinbeck's <i>Of Mice and Men</i> , Nathaniel Hawthorne's <i>The Scarlet Letter</i> , <i>I Have a Dream</i> , Dr. Martin Luther King, Jr., <i>Letter from Birmingham Jail</i> , Dr. Martin Luther King, Jr., <i>Raisin in the Sun</i> , Lorraine Hansberry, <i>Declaration of Independence</i> , <i>Common Sense</i> , Thomas Paine, <i>Gettysburg Address</i> , <i>Poor Richard's Almanack</i> Benjamin Franklin, <i>In Praise of Robert Frost</i> speech by JFK, UPFRONT magazine | | |
| Enduring Understandings | | |
| <ul style="list-style-type: none">• The American Dream is constantly evolving ideals as evidenced by period writers.• Through a unique writing style each author addresses a specific trait of the American character.• To establish a format for narrative writing | | |

Alignment to Common Core and Career Standards ELA

WRITING

Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 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.
 - 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.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W1.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W2.2.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W2.3.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- **W3.1.** 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.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* 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]”).
 - Apply *grades 9–10 Reading standards* 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”).

Range of Writing

- **W4.1.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

READING: LITERATURE

Key Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL1.2.** 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.
- **RL1.3.** 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.

Craft and Structure

- **RL2.1.** 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).
- **RL2.2.** 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.
- **RL2.3.** 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.

Integration of Knowledge and Ideas

- **RL3.1.** 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).
- **RL3.2.** (Not applicable to literature)
- **RL3.3.** 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).

Range of Reading and Level of Text Complexity

- **RL4.1.** 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.

READING: INFORMATIONAL TEXT

Key Ideas and Details

- **RI1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI1.2.** Determine a central idea of a text and analyze 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.
- **RI1.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- **RI2.1.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **RI2.2.** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI2.3.** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- **RI3.1.** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- **RI3.2.** 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.
- **RI3.3.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

- **RI4.1.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly

and persuasively.

- 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.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **SL1.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - **SL1.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- **SL2.1.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL2.2.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL2.3.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Key Concepts and Skills

- Identify, define and apply new literature-based vocabulary
- Study and evaluate the significant relationship between literature and its historical context
- Select quotes and literary passages to supplement and original literature-based argument
- Narrative essay writing in relation to discovering American Dreams
- Identify, define, and model the different types of narration and point-of-view
- Art and music selections by the students to accompany a specific stance or theme within the novels
- Chart examining events and their consequences for the characters

Learning Activities

- View film adaptations to further character and theme development
- Graphic organizers
- Point-of-view practice
- Journal writing
- Outside reading

- Debate a controversial issue
- Persuasive essay as a reaction to a news article or a character's stand point within one of the mentioned authors

Assessments

- Literary Analysis Essay-character traits character analysis, thematic essay
- Oral presentations of group projects
- Roaring 20s project- *Gatsby*
- American Dream project-collage and short narrative writing piece
- Reading comprehension quizzes
- Journal writing
- Do Nows
- Exit Tickets
- Author activities
- Debate
- Timed writing exercises to encourage focus on a specific subject and for preparation for the HSPA

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies
- Communications
- Public Speaking

Technology Integration

- Elmo
- Overhead/Data Projector
- IPod/Speakers
- TV/DVD

| | |
|---|---------------------------|
| Time Frame | 10 (44min) classes |
| Topic | |
| Social and Moral Dilemmas Through Literature | |
| Essential Questions | |
| <ul style="list-style-type: none"> • Why are dreams important to live a successful and fulfilling life? • What constitutes genuine friendship? • How does our current society encourage or discourage loneliness or isolation? • How does Steinbeck develop characters with shared experiences? • What are the literal and symbolic interpretations of Steinbeck's use of the word "dream"? • How does the use of conflict engage the reader and perpetuate them to the climax? | |

Enduring Understandings

- The effect of setting on the plot.
- The effect of conflict on the plot.
- The ability to understand and articulate about the universal themes such as friendship v. loneliness and justice v. injustice.
- Character development as it pertains to plot and conflict.

Alignment to Common Core Standards: ELA

RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, SL.10.1, SL.10.4, SL.10.5, SL.10.6, L.10.1, L.10.2, L.10.3, L.10.5

Key Concepts and Skills

- Reading aloud.
- Sustained silent reading.
- Work in groups for think/pair/share and team projects.
- Identification of theme, plot, conflict, and point of view.
- Evaluation of character.
- Identification and summarization of comprehended materials.
- Composition of essays: expository and narrative.
- Research and evaluation of non-fiction articles.
- Draft, revision, and publication of written and visual information.

Learning Activities

Pre-Reading Activities:

- Presentation of Robert Burns' poem *To A Mouse*.
- Questions posed in readers' journal on society, friendship, and the "American Dream".
- Think/Pair/Share on societal issue of mental illness and solitude.
- Presentation of author background.
- Students will do research on The Great Depression for brief presentation through visual and auditory presentations.

Reading Activities

- Students will keep an interactive readers' journal. Each page of the journal will be divided into three parts. One section for each characters perspective (point of view) and the third for personal annotation on the novel.
- Students will reflect and draw in their readers' journal in conjunction with the events of the novel and the impact of the setting.
- Students will read aloud Chapter One. Nightly reading assignments of the novel with daily discussion and activities following the readings of the remainder of the novella.
- Students will write a response to each of the deaths encountered in the novella.
- Essay on the "American Dream".
- Culminating project where students research, design and produce a pamphlet concerning one of the following: homelessness, poverty, mental illness, or discrimination.

Assessments

- Journal writing: used often for predictions, responding to open-ended questions, and exploration of topics and personal journey reflection through the novel.
- Exit tickets: used to assess students' understanding of concepts and monitor comprehension.

- Graphic organizers: used to explore the impact of conflict on the plot.
- Class discussions to discuss the global impact of the societal issues of homelessness, poverty, mental illness, or discrimination.
- Essays: requires students to analyze the themes and personal experiences through writing.
- Pamphlet: Through these visual elements students will present their ideas on the subject of homelessness, poverty, mental illness, or discrimination.
- Reading quizzes both recall and application.

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Psychology of sociology.
- History.
- Publication Management.

Technology Integration

- Information will be presented using the overhead data projector, ELMO, Youtube.com, and iPod for music. (8.1.10.B, 8.1.10.E.)
- Students will use the library databases for research. (8.1.10.B, 8.1.10.E)

| | |
|--|--------------------|
| Time Frame | 20 (44min) classes |
| Topic | |
| Social Sensitivity Through the Eyes of a Literary Character | |
| Essential Questions | |
| <ol style="list-style-type: none"> 1. How does the world we live in shape our thoughts and motives concerning others? 2. How can the pressures of fitting in lead to depression, emotional issues, personality change, and/or physical changes. 3. In what way can a person's decisions cause others to place blame on them? 4. What role do the character's interpersonal relationships play in the development of the plot? 5. In what ways do the events in <i>Speak</i> parallel a teen's experiences in today's society? 6. How does the author use idioms, metaphors, and personification to enhance the reader's understanding and connection to the protagonist? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • The ability to evaluate the impact of trauma on a character and relate it to society today. • The ability to identify relationships between and among characters, plot, theme, conflict, and resolution and their influence on the effectiveness of a literary piece. • The ability to explore a novel and the techniques that authors use to convey messages and evoke responses. • The ability for students to connect literature to their own lives and daily experiences. | |
| Potential Works, <i>The Way to Rainy Mountain</i> Native American Unit, <i>The Interesting Narrative of</i> | |

the Life of Olaudah Equiano, How It Feels to be Colored Me by Zora Neale Hurston

Alignment to Common Core Standards: ELA

RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, SL.10.1, SL.10.4, SL.10.5, SL.10.6, L.10.1, L.10.2, L.10.3, L.10.5

Key Concepts and Skills

- Reading aloud.
- Sustained silent reading.
- Work in groups for think/pair/share and team projects.
- Identification of theme, plot, conflict, and literary devices such as idiom, metaphor, and personification.
- Evaluation of character.
- Identification and summarization of comprehended materials.
- Composition of essays: expository and narrative.
- Research and evaluation of non-fiction articles.
- Draft, revision, and publication of written and visual information.

Learning Activities

Pre-Reading Exercises

- Reader response questionnaire to delve into the reader's position on cliques, interpersonal relationships (friends/family), and school involvement.
- Present protagonist quotes on board to allow students to generate as many words as possible that are triggered by those quotes. This allows students to develop a preliminary personality profile of the protagonist. Students will be encouraged to revise/edit the profile as they read.
- Students will be presented author background, setting, and character list.
- Students will write about an experience or person that effected a change in their life.

Reading Exercises (The novel is organized by Marking Periods – activities will be presented at the end of each “Marking Period”. Each “Marking Period” will take one day in class and two nights at home to read).

- The novel will be read aloud by students (p. 1-14) the remaining pages of “Marking Period One” will be assigned as home reading over the course of two nights. Students will keep a reader's journal and continue to revise/edit their protagonist personality profile chart. Class discussion following nightly reading.
- **ACTIVITY ONE:** Students will randomly be supplied a topic (like the protagonist was assigned a “tree”). They are required to express themselves visually through the topic. Students will accompany their art piece with a formal 3 paragraph essay describing both the process of the art and the feelings the piece evoked.
- The novel will be read aloud by students (p. 46-70) the remaining pages of “Marking Period Two” will be assigned as home reading over the course of two nights. Students will keep a reader's journal and continue to revise/edit their protagonist personality profile chart. Class discussion following nightly reading.
- **ACTIVITY TWO:** Students will be provided copies of the poem *The Elephant in the Room*

by Terry Kettering. After reading the poem students will be prompted to answer comprehension questions about the poem. This will serve as a springboard to a discussion of idioms, personification, and metaphors and their use by the author.

- The novel will be read aloud by students (p. 92-117) the remaining pages of “Marking Period Three” will be assigned as home reading over the course of two nights. Students will keep a reader’s journal and continue to revise/edit their protagonist personality profile chart. Class discussion following nightly reading.
- **ACTIVITY THREE:** Students will be provided a KWL chart for date rape. Students will be provided an article on date rape to model the lesson. Students will spend two days in the library. Day one will be performing research on date rape statistics. Day two students will be responsible for finding an article on a date rape case. Students will use the KWL to indicate the knowledge that the gained from the research.
- The novel will be read aloud by students (p. 137-162) the remaining pages of “Marking Period Four” will be assigned as home reading over the course of two nights. Students will keep a reader’s journal and continue to revise/edit their protagonist personality profile chart. Class discussion following nightly reading.
- **ACTIVITY FOUR:** Students will use their knowledge from the novel as well as their research to script, perform, and film a public service announcement on date rape. The filmed version must accompany a poster, flyer, or pamphlet for distribution.

Assessments

- Journal writing: used often for predictions, responding to open-ended questions, and exploration of topics and personal journey reflection through the novel.
- Exit tickets: used to assess students’ understanding of concepts and monitor comprehension.
- Graphic organizers: used to explore KWL as well as protagonist personality profile.
- Class discussions to discuss the global impact of the societal issue of date rape.
- Essays: requires students to analyze the themes and personal experiences through writing.
- PSA/poster or pamphlet: Through these visual elements students will present their ideas on the subject of date rape, its impact on society, current statistics, and methods for obtaining assistance.

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Creation and appreciation of art & its therapeutic benefits.
- Psychology of sociology.
- TV Productions.

Technology Integration

- Information will be presented using the overhead data projector, ELMO, Youtube.com, and iPod for music. (8.1.10.B, 8.1.10.E)
- Students will use the library databases for research. (8.1.10.B, 8.1.10.E)

- Students will use the Internet for statistical information through RAINN.org(8.1.10.B, 8.1.10.E)
- Students will use a FLIP camera to film their PSAs. (8.1.10.B, 8.1.10.E)

| | | |
|--|-------------------|---|
| English II | All Levels | Time Frame: Throughout the year a total of 4 weeks |
| Topic | | |
| Language Structure and Use | | |
| Essential Questions | | |
| <ul style="list-style-type: none"> • How does knowledge of the parts of speech improve writing? • How does knowledge of phrases and clauses improve sentence structure? • How does the ability to correct common sentence errors create clear and concise writing? • How does knowledge of the colloquial language create a more sophisticated writing piece? • How does knowledge of the various sentence parts help mechanically correct writing? • How does knowledge of correct punctuation create a more readable composition? • Why is it important to revisit commonly confused words and clarify distinctions i.e. there, their and they're, affect, effect. Etc. | | |
| Enduring Understandings | | |
| <ul style="list-style-type: none"> • Defining all parts of speech • Identify what part of speech a word is • Constructing complete sentences • Identify run-ons and fragments (avoid them in formal writing) • Apply punctuation rules correctly • Examining and correcting faulty sentences: comma slices, subject-verb agreement, nonparallel structure, awkward past voice, modifier errors, tense shift, applying literary present when required to write, unclear or vague pronoun use • Understanding the difference between formal and informal language | | |

Alignment to Common Core and Career Standards ELA

WRITING

Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 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.
 - 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.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W1.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W2.2.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W2.3.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Range of Writing

- **W4.1.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE

Conversations of Standard English

- **L1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Knowledge of English

- **L2.1.** 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.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

- **L3.1.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **L3.2.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **L3.3.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - 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.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **SL1.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL1.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- **SL2.1.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL2.2.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL2.3.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Key Concepts and Skills

- Defining all parts of speech
- Identify what part of speech a word is
- Constructing complete sentences

- Identify run-ons and fragments (avoid them in formal writing)
- Apply punctuation rules correctly
- Examining and correcting faulty sentences: comma slices, subject-verb agreement, nonparallel structure, awkward past voice, modifier errors, tense shift, applying literary present when required to write, unclear or vague pronoun use
- Understanding the difference between formal and informal language
- Understand subject-verb agreement
- Discover and comprehend use of literary present tense

Learning Activities

- Vocabulary lists of grammatical terms
- Grammatical Work sheets
- SAT Vocabulary work books
- Group work for peer editing, sentence correction, collaborative essays
- Examining grammar websites
- Partners to discover sentence errors

Assessments

- Quizzes
- Compositions and revisions
- Peer Editing
- Grammar Test
- Class discussion
- Grammar Exercises Homework

21st Century Skills

| | | | | | | | |
|----------|------------------------|--|----------------------|----------|----------------|----------|---------------|
| | Creativity | | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | | Information Literacy | | Media Literacy | | |

Interdisciplinary Connections

Public Speaking
History-writing across the curriculum

Technology Integration

Overhead/Data projector
Computer
ELMO