

Unit 1: The Choices We Make (1st Quarter)

Essential Questions:

How do authors use narrative elements to create a story?

Why is storytelling an important aspect of a culture or society?

Embedded Assessment 1 to be completed in approximately 6 weeks

Students will create and revise a personal narrative about a significant event in your life in which you were required to make a choice. Explain the choice and its consequences.

Embedded Assessment 2 to be completed in approximately 4 weeks

Students will read a variety of myths and select two characters who learn a moral or lesson from the consequences of their choices. Students will write a comparison/contrast of these two characters.

Unit 1 Assessment to be completed by XX

Unit Focus

- Understanding and applying the relationship between diction, syntax, and imagery in the creation of an author's voice
- Recognizing the connection between the audience of a writing piece and the rhetorical appeals and advertising techniques used to persuade that audience
- Identifying and owning self-selected reading strategies

Skills and Knowledge

- Recognize the concept of choice and consequence
- Understand choice in a dramatic and meaningful way
- Read a variety of personal narrative texts as models for writing
- Write a personal narrative which incorporates voice, with attention to plot, characters, writer's thoughts and feelings using sensory details
- Develop the ability to reflect on the personal experience and its consequences
- Recognize the elements of comparison and contrast
- Use the writing process including: brainstorming/pre-writing, drafting, revising, editing and proofreading
- Incorporate the use of dialogue in its proper form
- Writing will include the use of simple, compound and complex sentences

Unit Vocabulary

- Voice
- incident
- tone
- transitions
- plot diagram
- exposition
- conflict
- rising action
- climax
- falling action
- resolution
- protagonist
- antagonist
- theme
- symbol
- character traits
- folklore
- fable
- legend
- tall tale
- myth
- fairy tale
- folk tale

Grammar

- Types of sentences: simple, compound, complex
- Rules for writing dialogue
- Precise verbs, adverbs and adjectives

Suggested Whole-class texts: Personal Narrative

- “A Visit to the Doctor” – Roald Dahl
- “A Hundred Bucks of Happy” – Susan Beth Pfeffer
- “Ditching” (excerpt *The Classroom of Life*) – A. Sitomer
- Seedfolks – Paul Fleischman

Suggested Whole-class texts: Myth

- “A Single Shard” – excerpt – Linda Sue Park
- “Daedalus and Icarus” – Geraldine McCaughrean
- “Phaethon” – Bernard Evslin

Unit 2: What Influences My Choices? (2nd Quarter)

Essential Questions:

How do advertisers attempt to influence consumers?

How do purpose and audience share the content in a persuasive text?

Embedded Assessment 1 to be completed by the middle of Quarter 2

Students will select a print advertisement and write a well-developed analytical response that identifies specific techniques, claims, language, audience, and images in the ad. The response will discuss and analyze the effect of the advertising elements on the intended audience.

Embedded Assessment 2 to be completed by the end of Quarter 2

Students will choose an editorial, analyze the persuasive techniques, and write a letter to the editor, agreeing or disagreeing with the writer of the editorial.

Unit 2 Assessment to be completed by the beginning of Quarter 3

Unit Focus

- Understand how our lives are affected by persuasion
- Identify and analyze persuasive techniques, appeals, language, and image in print and nonprint texts
- Generate an analytical response and write a persuasive letter to the editor

Skills and Knowledge

- Investigate how persuasion influences choices
- Analyze the art of persuasion
- Read and analyze persuasive texts
- Generate an extended response that analyzes an advertisement
- Identify and analyze the use of persuasive claims and advertising claims
- Apply the SOAPSTone strategy
- Incorporate persuasive techniques and claims into their writing
- Edit and proofread
- Analyze factors that influence readers' selection of products
- Evaluate key features of an editorial
- Analyze a variety of advertisements to meet the needs of a target audience
- Analyze and apply the use of claims and counterarguments

Vocabulary

- Consumerism
- Consumers
- Media
- Advertising
- Advertisements
- Persuasion
- Audience
- Purpose
- Editorial
- Influence
- Image
- Bandwagon
- Avant-Garde
- Testimonials
- Transfer
- Facts and Figures
- Weasel Words
- Unfinished Claim
- Unique Claim
- Rhetorical Claim
- Headline
- Copy
- Slogan
- Logo
- Target Audience/Intended Audience
- Author's purpose
- SOAPStone
- Thesis
- Debate
- Editorial
- Appeal
- Logos
- Pathos
- Ethos
- Counterargument

Grammar

- Letter structure
- Complete sentences
- Commas
- Appositives
- Hyphens

- Colons and semicolons
- Capitalization

Unit 3: Our Choices and Life's Lessons (3rd Quarter)

Essential Questions:

What is the relationship between choices and consequences?

How does research contribute to the discovery of solutions?

Embedded Assessment 1 to be completed by the middle of Quarter 4

Writing an Analytical Essay: Students will review their four Choices and Consequences charts (pages 220-221), examining all of the choices they've noted and the consequences. They will choose one character whose choice they will discuss in an analytical essay.

Embedded Assessment 2 to be completed by the end of Quarter 4

Researching and Presenting a Problem and Solutions: Students will conduct research on a problem and propose solutions to the problem using the reference materials that they located. Their final product will be a visual display in the form of digital slides or a trifold project display board, which will be viewed by an audience.

(Note: Given the length of the novel and the fourth quarter's time constraints, it would be advisable to focus on the completion of one Embedded Assessment.)

Unit Focus

- To make connections between texts and your own life.
- To analyze, interpret, and evaluate a novel on a variety of levels and for a variety of purposes.
- To read with fluency and apply appropriate language conventions (sentence structure, usage, punctuation) in oral reading, discussion and writing.
- To conduct research and present a convincing argument.

Skills and Knowledge:

- Analyze flashback and foreshadowing
- Analyze characterization in film and novels
- Investigate how choices lead to specific consequences
- Activate prior knowledge by marking up the text
- Explore the use of sensory details in oral and written form

- Read and examine the structure of the novel, Tangerine
- Generate connections among texts and to oneself
- Generate connections within and across texts
- Identify and analyze the use of literary terms
- Apply the KWL chart strategy
- Incorporate the double-entry journal as a method of active reading
- Introduce the levels of questioning (literal, Interpretative and Universal) within the double -entry journals
- Produce periodic quick writes in their double-entry journals
- Engage in self-editing or peer editing to revise their written work
- Analyze text to create interpretive questions.
- Identify the point of view of the text
- Identify and analyze similarities and differences and draft a paragraph of contrast
- Analyze the elements of a story
- Analyze character development throughout the story
- Analyze and distinguish between literal and figurative meanings

Vocabulary

- Imagery
- Point of View
- Literary Analysis
- Problem/Solution Essay
- Research
- metaphor
- simile
- hyperbole
- double-entry journal

- word map graphic organizer
- self-edit
- peer edit
- revise
- flashback
- foreshadow
- prologue
- analogy
- motif
- prediction
- literal level
- interpretive level
- universal level
- atmosphere
- mood
- characterization
- metacognitive
- consequences
- influences
- choices
- graphic organizers
- similarities
- differences
- development
- conflict
- resolution
- previewing

- novel
- quick writes
- prompts
- insights
- intriguing
- impact
- relationships
- siblings
- Prewriting
- Planning
- Drafting

Grammar

- subordinate clause
- subordinating conjunction
- correlative conjunctions
- complex sentence
- subordinate
- independent clause
- Appositives
- Noun
- Transitional words (Additionally, Nevertheless, In addition, Consequently, However, Finally, Moreover-pg. 191- when to use it/what it means)
- Verbs; active and passive voice
- semicolons
- Prepositional phrases
- Adjectival phrases

- Adverbial phrases

Unit One: The Challenge of Heroism (1st Quarter)

Essential Questions:

What defines a hero?

How is the hero's journey portrayed in young adult literature?

Embedded Assessment 1 (to be completed by progress reports):

Write a multi-paragraph essay that defines your concept of heroism. Students will use the writing process to develop a thesis, body paragraphs and a conclusion paragraph while exploring heroic traits found in various print and non-print texts.

Embedded Assessment 2 (to be completed by the end of quarter one):

Analyze a novel to create visual images that portray the hero's journey. Write a reflective text analyzing how the character's journey fits into the archetypal pattern of the hero's journey.

Unit 1 Assessment (to be completed any time after progress reports):

This multiple choice reading comprehension test will assess students' knowledge and skills of unit one.

Unit Focus

- Examine and understand the challenges heroes face in our lives and literature
- Understand and effectively use the writing process to create meaningful written texts
- Understand and apply the archetype of the hero's journey to literature

Skills and Knowledge

- Apply knowledge of heroism developed through a variety of texts and personal experience
- Construct a controlling thesis statement that provides an original definition of heroism
- Use specific text-based evidence from a variety of sources to support the thesis and elaborate upon ideas
- Organize ideas into a multi-paragraph definition essay (introduction, body paragraphs, and conclusion)
- Use transitions to connect ideas within and between paragraphs

- Use language appropriate for an academic audience
- Illustrate the connection between a character's heroic journey and the archetypal hero's journey
- Use color and visual detail to create tone and communicate ideas
- Select and embed quotations from a text to support the connection to the hero's journey
- Write reflective text explaining choices made in creation of the visual image
- Paraphrase, summarize and analyze traits and types of heroes through multiple genres and texts

Vocabulary

- Diction
- Connotation
- Denotation
- Tone (Attitude)
- Theme
- Shift
- Archetype
- Hero's Journey
- Imagery/ Visualization
- Characterization
- Setting

Grammar

- Independent/ dependent clauses
- Quotations

*Additional whole-class texts, supplemental materials and assignments can be determined upon teacher's preference.

Unit Two: Real- Life Challenges (2nd Quarter)

Essential Questions:

How do readers and writers compare and contrast real-life challenges presented in nonfiction texts?

How do writers form compelling arguments and persuade readers?

Embedded Assessment 1 (to be completed by progress report):

Students will write a compare/contrast essay that examines two nonfiction texts or topics related to real-life challenges. You will analyze the texts to find similarities and differences and select an organizational structure to communicate your ideas.

Embedded Assessment 2 (to be completed by the end of quarter two):

Students will write an essay that persuades an audience to support your opinion about a particular issue. You will conduct research, use the information you find to craft a convincing essay, and properly cite your sources in a bibliography.

Unit 2 Assessment (to be completed any time after progress reports):

This multiple choice reading comprehension test will assess students' knowledge and skills of unit two.

Unit Focus

- Develop critical thinking skills
- Utilize reading strategies to engage with nonfiction texts
- Compose a compare and contrast essay using effective organizational structure
- Ask insightful questions, develop clear and logical arguments and express those arguments in written texts
- Evaluate others arguments and support or oppose other views in an appropriate manner

Skills and Knowledge

- Identify the features and structures in nonfiction texts
- Effectively engage with nonfiction texts related to real-life challenges
- Identify and utilize compare and contrast structures
- Apply test-taking strategies to complete a timed writing assignment

- Make connections to nonfiction texts that discuss real-life challenges
- Identify a debatable topic for a persuasive essay
- Identify persuasive appeals (ethos, pathos, logos) used to convince an audience
- Locate and evaluate reliable and valid sources
- Cite research in a works cited page
- Incorporate quotations from research to support a thesis
- Write a well-developed and convincing persuasive essay
- Address the opposition with counterarguments and state a call to action
- Use the writing process to strengthen ideas, organization, use of language and conventions

Vocabulary

- Compare
- Contrast
- Subject
- Author's Purpose
- Audience
- Persuasive Appeals
- Persuade
- Analyze
- Evaluate
- Citation

Grammar

- Past and present tense (maintaining a consistent tense throughout an essay)
- Identify parts of a complex sentence and compose complex sentences in an essay

*Additional whole-class texts, supplemental materials and assignments can be determined upon teacher's preference.

Unit Three: Voices and Challenges (3rd Quarter)

Essential Questions:

What lessons has history taught us about encountering social challenges?

How do people communicate effectively when advocating for a social issue?

Embedded Assessment 1 (to be completed by progress report):

Students will conduct a coherent book club discussion.

Embedded Assessment 2 (to be completed by the end of quarter two):

Create an informational/ persuasive campaign about an issue of community, state, national or world significance. Students will convince the audience that the issue chosen is significant and that he or she has the power to take action and make a difference.

Possible campaign options:

1. Television ads/ Radio spots
2. Webpages/ Blogs
3. Podcasts
4. Magazines/ Newspapers
5. Billboards
6. Presentation slides
7. Editorials
8. Poster series

Unit 3 Assessment (to be completed any time after progress report):

Develop a multiple choice reading comprehension test that will assess students' knowledge and skills of unit two, OR use practice ELA exam.

Unit Focus

The first part of the unit propels students into the past, using narratives from the Holocaust to demonstrate the importance of effective communication. As students grapple with significant challenges from the past represented in fiction and

nonfiction accounts, they will learn speaking and listening skills essential for meaningful discussion to arrive at a deep understanding of difficult concepts. In the second part of the unit, students will have the opportunity to examine and evaluate current issues and to determine how one person can use effective communication to make a difference in the world.

Skills and Knowledge

- Use literature circle to structure a small group discussion
- Take notes and develop meaningful talking points to prepare for small and large group discussions
- Organize a group discussion (introduction, transitions, and conclusion)
- Employ listening and speaking skills in small and large group settings
- Collaborate with peers to discuss and expand understanding of the Holocaust
- Conduct and evaluate research to support a position
- Collaborate with peers or work individually to create a persuasive campaign
- Select a media channel to persuade audiences to recognize a problem and offer a solution
- Employ speaking and listening skills
- Demonstrate presentation skills

Vocabulary

- Allegory
- Euphemism
- Narrative
- Point of View
- Holocaust Vocabulary (see page 278)
- Theme

Grammar

Top three grammar mistakes when writing a presentation:

- Homophones (you're and your; two, to, and too; it's and its)
- Apostrophes
- Capitalization

*Literature circle texts, supplemental materials and assignments can be determined upon teacher's preference. Teachers must choose literature circle texts by the end of quarter one for ordering purposes.

Unit Four: The Challenge of Comedy (4th Quarter)

Essential Questions:

How is humor created?

What are the challenges of reading and performing a Shakespearean comedy?

Embedded Assessment 1: to be completed by Progress Report

Write a critical analysis of a humorous text to evaluate its effectiveness.

Embedded Assessment 2 (to be completed by the end of quarter two)

Perform an assigned scene from William Shakespeare's comedy *A Midsummer Night's Dream*, emphasizing at least two of the following elements of humor: caricatures (disguises or costumes), situations (stressing physical actions), wordplay (delivery of witty dialogue) or hyperbole (exaggerated gestures and movements).

Unit 3 Assessment (to be completed after progress report):

This multiple choice reading comprehension test will assess students' knowledge and skills of unit four.

Unit Focus

This unit explores the common elements found in humorous writing, as well as the difficulties encountered when attempting to write or perform comedy. This unit defines common features of humorous texts through short stories, play excerpts, anecdotes, essays, poems, comic strips, and film clips. You will use a variety of learning strategies to focus on the characteristics and specific challenges of comedy as you read, write, view, analyze, and perform humorous texts.

Skills and Knowledge

- Identify and analyze elements of humor in a text.
- Use detail from the text to support the analysis.
- Use comedic vocabulary to discuss the humor.
- Identify and explain the level(s) of comedy represented in the text.
- Evaluate the author's effectiveness in communicating a truth through humor.
- Create a humorous text.

- Work collaboratively to make meaning of a scene and prepare a performance.
- Insightfully interpret the characters, actions and humor in a scene.
- Use facial expressions, gestures, movements, costumes and props to enhance dialogue and expand upon elements of humor in the scene.
- Deliver lines accurately with appropriate inflection.

Vocabulary

- Anecdote
- Elements of humor (p. 317)
- Levels of comedy
- Hyperbole
- Pun
- Performance
- Rhythm
- Theatre terms

Grammar

Students will recognize the complexity of Shakespearean language.

Please Note

This unit needs input from the team.

Texts, supplemental materials and assignments can be determined upon teacher's preference. Copies of *A Midsummer Night's Dream* (text, audio, and film)

Unit 1: Coming of Age (1st Quarter)

Essential Questions

What does it mean to “come of age”?

How are rhetorical appeals used to influence an audience?

Embedded Assessment 1 to be completed between Weeks 2 and 4 (September 16 – October 4)

Students will conduct an interview with a person about his/her high school experience and an incident that influenced his/her coming age and write an interview narrative.

Embedded Assessment 2 to be completed between Weeks 5 and 9 (October 7 – November 8)

Students will write an argumentative essay.

Unit 1 Assessment to be completed by Week 10 (November 15)

Unit Focus/Goals

- To understand the concept of coming of age
- To identify diction, syntax, and tone and the way they work together to convey an author’s or speaker’s voice
- To incorporate voice effectively in your own writing
- To analyze and use rhetorical appeals to influence an audience

Skills and Knowledge

- Explain the concept of coming of age.
- Analyze the components of voice.
- Write with personal voice.
- Conduct an interview, using appropriate speaking and listening skills.
- Organize interview notes into a written narrative.
- Apply understanding of diction, imagery, syntax, and tone.
- Incorporate direct and indirect quotations into written narrative.

- Edit and proofread for correctness.
- Apply an understanding of advertising appeals and rhetorical appeals.
- Write an argumentative essay.
- (GB) Read and annotate complex texts.
- (GB) Generate and answer interpretive questions about the text.
- (GB) Extract evidence from the text to support interpretation.
- (GB) Participate in a collaborative discussion about text.
- (GB) Use discussion notes to develop, enhance or revise their thinking.

Vocabulary

- Diction
- Syntax
- Imagery
- Tone
- Voice
- Rhetoric
- Rhetorical Appeals (ethos, pathos, logos)
- Protagonist
- Hook, Claim, Support and Evidence, Concession and Refutation, Summary and Call to Action

Grammar

- (1.3) You might ask students to identify sentence types (simple, compound, complex, compound-complex) and practice the different sentence types in their quickwrites.
- (1.4) You may suggest that students practice direct and indirect quotations in their interviews; this is also a good time to discuss the effectiveness of direct quotations.
- (1.8) Explore the uses of the subjunctive mood with students.

- (1.10) You may wish to discuss the ways that writers achieve variety and emphasis. Checking for periodic, cumulative, and balanced sentences, as well as the other sentence types, will give students further work with syntax.
- (1.13) Explain that restrictive elements limit or qualify meaning; they are therefore necessary and are not set off by commas.

Units 2 and 3: Defining Style and Exploring Poetic Voices (2nd Quarter)

Essential Questions

How do authors and directors use specific techniques to achieve a desired effect?

What are the essential features of an effective style analysis?

What is poetry?

Embedded Assessment 1 to be completed between Weeks 11 and 15 (November 18 – December 20)

Students will write a style analysis essay on *Edward Scissorhands*, a Tim Burton film.

Unit 2 Assessment to be completed by Week 15 (December 20)

Embedded Assessment 2 to be completed between Weeks 16 and 20 (January 2 – January 24)

Students will write a literary analysis essay on a poem.

Unit 3 Assessment to be completed by Week 20 (January 24)

Unit Focus/Goals

- To identify important cinematic techniques and analyze their effects
- To analyze the function and effects of figurative language
- To identify specific elements of a director's style
- To develop an awareness of reading strategies to enhance comprehension
- To analyze the elements of fiction – setting, plot, character, theme – and the steps in plot development – exposition, complications, climax, falling action, resolution/denouement
- *(GB) To interpret readings using textual evidence
- *(GB) To discuss readings using the Shared Inquiry Model

- To develop the skills and knowledge to analyze poetry

- To analyze the effects of figurative language
- To write a literary analysis essay on a poem

Skills and Knowledge

- Understand cinematic techniques (framing, movement, lighting, sound, editing) and their possible effects.
- Consider the connection between shot design and audience appeal.
- Understand cinematic techniques (framing, movement, lighting, sound, editing) and their connection to their stylistic counterparts (diction, imagery, organization, tone, syntax, point of view, etc.).
- Use graphic organizers to identify patterns in a director's style.
- Craft an effective thesis statement for a style analysis essay on *Edward Scissorhands* and provide textual support.
- Develop and sustain an assertion throughout style analysis essay.
- Evaluate the relevance and clarity of stylistic examples as supporting evidence.
- (GB) Read and annotate complex texts.
- (GB) Generate and answer interpretive questions about the text.
- (GB) Extract evidence from the text to support interpretation.
- (GB) Participate in a collaborative discussion about text.
- (GB) Use discussion notes to develop, enhance or revise their thinking.
- Analyze poetry for figurative language, tone, diction, structure, form, and theme.
- Understand the function and effect of poetic elements (figurative language, structure, diction, and form).
- Reflect on and critique stylistic choices.
- Use strategies to interpret poetry (TPCASTT).
- Write an analytical paragraph adhering to form (topic sentence, textual support, commentary, sentence of closure).
- Analyze and critique poetry free of teacher support.
- Generate a thesis for a literary analysis essay on a poem and provide textual support.

- Develop and sustain an assertion throughout literary analysis essay.
- Revise and edit essay.

Vocabulary

- Setting
- Exposition
- Complication/Rising Action
- Climax
- Falling Action
- Resolution
- Characters
- Conflict
- Theme
- Point of View
- Irony
- Foreshadowing
- Motif
- Long Shot, Medium Shot, Close Up
- High Angle, Low Angle, Eye Level Angle
- Diegetic and Non Diegetic
- Poetic Structure
- Diction
- Imagery
- Figurative Language
- Syntax
- Iambic Pentameter
- Free Verse

- Quatrain
- Couplet
- Sonnet
- Ode
- Rhyme Scheme
- Stanza
- Hyperbole
- Allusion

Grammar

- (2.1) You may want to begin the unit with a lesson on how to annotate text.
- (2.5) You may want to extend the grammar and usage section by including a lesson on verbals, participles, gerunds and infinitives.
- (2.10) You may want to revisit identifying and using independent and subordinate clauses to form compound and complex sentences.
- (2.26) You may want to revisit parallel structure.
- (2.30) You may want to create a lesson that teaches students how to create a compound sentence using a semi-colon and conjunctive adverb (e.g., instead, however, therefore, etc.).
- (3.9) You may want to explain how to format and punctuate quoted lines from a poem.
- (3.18) You may want to review subject verb agreement.

Unit 4: Interpreting Drama Through Performance (3rd Quarter)

Essential Question

What are the essential features of an effective drama and/or dramatic performance?

Embedded Assessment 1 to be completed between Weeks 21 and 30 (January 27 – April 4)

Students will write a persuasive essay in which they argue who or what is the primary cause of Romeo and Juliet's deaths.

Or

Perform a scene from *Romeo and Juliet*.

Unit 1 Assessment to be completed by Week 30 (April 4)

Unit Focus/Goals

- To understand the research process
- To correctly paraphrase information for research purposes
- To explore multiple interpretations of Romeo and Juliet through performance and film
- To examine the “coming of age” concept in context of the play
- *(GB) To interpret readings using textual evidence
- *(GB) To discuss readings using the Shared Inquiry model

Skills and Knowledge

- Read and interpret the selected scene from Romeo and Juliet. Collaborate in planning, rehearsing, and presenting the scene.
- Perform with appropriate vocal delivery, facial expression, gestures and movement, using props and costumes to convey character (actors only).
- Organize and write a persuasive essay.

- To extract information from provided texts about Shakespeare, drama, and/or Elizabethan England and correctly paraphrase.
- To recognize what plagiarism is and how to avoid it.
- (GB) Read and annotate complex texts.
- (GB) Generate and answer interpretive questions about the text.
- (GB) Extract evidence from the text to support interpretation.
- (GB) Participate in a collaborative discussion about text.
- (GB) Use discussion notes to develop, enhance or revise their thinking.

Vocabulary

- Drama
- Tragedy
- Monologue
- Interpretation
- Theatrical Elements
- Puns
- Oxymoron
- Subtext
- Soliloquy
- Dramatic Irony
- Foil

Grammar

- (4.4) You might wish to explain that, although Shakespeare's kind of inversion is no longer in use, we still use an inverted sentence pattern in questions and in sentences beginning with Here and There. Additionally, inverting normal word order is a way to achieve emphasis or build suspense, as in this sentence: Into the dark cave strode the intrepid explorer.

- (4.12) You may want to provide a mini lesson on types of pronouns (e.g., personal, demonstrative, possessive, reflexive, reciprocal, indefinite, relative).

Unit 5: Coming of Age Amidst Controversy (4th Quarter)

Essential Questions

How does an author use literary elements to establish a theme?

What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of readers to it?

Embedded Assessment 1 to be completed between Weeks 31 and 39 (April 7 – June 6)

Students will analyze a passage from *To Kill a Mockingbird* and link it to a theme.

Unit 1 Assessment to be completed by Week 39 (June 6)

Unit Focus/Goals

- To extract information on the historical, social, or geographical context of the novel and correctly quote
- To explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age
- To extrapolate from a short passage the larger themes and literary elements of the novel
- *(GB) To interpret readings using textual evidence
- *(GB) To discuss readings using the Shared Inquiry model

Skills and Knowledge

- Understand literary context.
- Craft an effective thesis statement.
- Use effective transitions to connect ideas.
- To extract information from provided texts about the historical, cultural, geographical, and social context of *To Kill a Mockingbird* and correctly quote using parenthetical documentation.
- To recognize what plagiarism is and how to avoid it.
- Understand the connection between literary elements (setting, conflict, character) and the meaning of a work as a whole.

- Identify a significant passage that pertains to coming of age.
- Interpret a textual passage.
- Connect the larger themes of the novel to the content and literary elements in a short passage from the novel.
- Craft a clear and effective thematic statement.
- Evaluate quotes as textual evidence in support of an interpretive claim.
- Seamlessly integrate quotes from the novel.
- Edit and revise literary analysis essay for publication.
- (GB) Read and annotate complex texts.
- (GB) Generate and answer interpretive questions about the text.
- (GB) Extract evidence from the text to support interpretation.
- (GB) Participate in a collaborative discussion about text.
- (GB) Use discussion notes to develop, enhance or revise their thinking.

Vocabulary

- Literary Analysis
- Flashback
- Characterization
- Motif
- Foreshadowing
- Thematic Statement

Grammar

- (5.5) You may want to introduce the use of the comma after initial prepositional phrases.
- (5.10) You may want to point out the use and punctuation of restrictive and non-restrictive clauses.
- (5.18) You may want to show students additional ways to join independent clauses (with a semicolon or with a conjunctive adverb).

Unit 1: Coming of Age (1st Quarter)

Essential Questions

What does it mean to “come of age”?

How are rhetorical appeals used to influence an audience?

Embedded Assessment 1 to be completed between Weeks 2 and 4 (September 16 – October 4)

Students will conduct an interview with a person about his/her high school experience and an incident that influenced his/her coming age and write an interview narrative.

Embedded Assessment 2 to be completed between Weeks 5 and 9 (October 7 – November 8)

Students will write an argumentative essay.

Unit 1 Assessment to be completed by Week 10 (November 15)

Unit Focus/Goals

- To understand the concept of coming of age
- To identify diction, syntax, and tone and the way they work together to convey an author’s or speaker’s voice
- To incorporate voice effectively in one’s writing
- To analyze and use rhetorical appeals to influence an audience
- To read and analyze the novel, *A Separate Peace*, and explain how it connects to the concept of coming of age

Skills and Knowledge

- Explain the concept of coming of age.
- Analyze the components of voice.
- Write with personal voice.
- Conduct an interview, using appropriate speaking and listening skills.
- Organize interview notes into a written narrative.

- Apply understanding of diction, imagery, syntax, and tone.
- Incorporate direct and indirect quotations into written narrative.
- Edit and proofread for correctness.
- Apply an understanding of advertising appeals and rhetorical appeals.
- Write an argumentative essay.
- Explain how various literary elements and techniques contribute to themes in the novel, *A Separate Peace*.
- Write a literary response essay on the novel, *A Separate Peace*.
- (GB) Read and annotate complex texts.
- (GB) Generate and answer interpretive questions about the text.
- (GB) Extract evidence from the text to support interpretation.
- (GB) Participate in a collaborative discussion about text.
- (GB) Use discussion notes to develop, enhance or revise their thinking.

Vocabulary

- Diction
- Syntax
- Imagery
- Tone
- Voice
- Rhetoric
- Rhetorical Appeals (ethos, pathos, logos)
- Protagonist
- Hook, Claim, Support and Evidence, Concession and Refutation, Summary and Call to Action
- Point of View
- Theme

- Conflict
- Characterization
- Symbolism
- Foreshadowing

Grammar

- (1.3) You might ask students to identify sentence types (simple, compound, complex, compound-complex) and practice the different sentence types in their quickwrites.
- (1.4) You may suggest that students practice direct and indirect quotations in their interviews; this is also a good time to discuss the effectiveness of direct quotations.
- (1.8) Explore the uses of the subjunctive mood with students.
- (1.10) You may wish to discuss the ways that writers achieve variety and emphasis. Checking for periodic, cumulative, and balanced sentences, as well as the other sentence types, will give students further work with syntax.
- (1.13) Explain that restrictive elements limit or qualify meaning; they are therefore necessary and are not set off by commas.

Unit 3: Exploring Poetic Voices and Reading *Of Mice and Men* (2nd Quarter)

Essential Questions:

What is poetry?

What can a writer learn from studying an author's craft and style?

Embedded Assessment 1 to be completed between Weeks 11 and 15 (November 18 – December 20)

Students will compose one or more original poems that reflect their understanding of poetic devices.

Embedded Assessment 2 to be completed between Weeks 16 and 20 (January 2 – January 24)

Students will write a literary analysis essay on a poem.

Unit 1 Assessment to be completed by Week 20

Unit Focus/Goals

- To develop the skills and knowledge to analyze poetry
- To analyze the effects of figurative language
- To write a literary analysis essay on a poem
- To write an original poem that reflects personal voice, style, and an understanding of poetic devices
- To analyze the effects of literary elements in the novella, *Of Mice and Men*

Skills and Knowledge

- Analyze poetry for figurative language, tone, diction, structure, form, and theme.
- Understand the function and effect of poetic elements (figurative language, structure, diction, and form).
- Reflect on and critique stylistic choices.
- Use strategies to interpret poetry (TPCASTT).

- Apply understanding of poetry through original poem(s).
- Write an analytical paragraph adhering to form (topic sentence, textual support, commentary, sentence of closure).
- Analyze and critique poetry free of teacher support.
- Generate a thesis for a literary analysis essay on a poem and provide textual support.
- Develop and sustain an assertion throughout literary analysis essay.
- Revise and edit essay.
- Read and analyze the novella, *Of Mice and Men*, focusing on characterization, character types, foreshadowing, symbolism, themes, setting, conflict (internal and external)

Vocabulary

- Poetic Structure
- Diction
- Imagery
- Figurative Language
- Syntax
- Iambic Pentameter
- Free Verse
- Quatrain
- Couplet
- Sonnet
- Ode
- Rhyme Scheme
- Stanza
- Hyperbole
- Allusion

- Connotation and Denotation
- Protagonist
- Antagonist
- Static
- Dynamic
- Round
- Flat
- Foreshadowing
- Symbolism
- Theme
- Conflict (internal and external)
- Characterization
- Setting

Grammar

- (3.9) You may want to explain how to format and punctuate quoted lines from a poem.
- (3.18) You may want to review subject verb agreement.

Unit 4: Interpreting Drama Through Performance (3rd Quarter)

Essential Question

What are the essential features of an effective drama and/or dramatic performance?

Embedded Assessment 1 to be completed between Weeks 21 and 30 (January 27 – April 4)

In groups, perform a scene from *Romeo and Juliet*.

Unit 1 Assessment to be completed by Week 30 (April 4)

Unit Focus/Goals

- To understand the research process
- To correctly paraphrase information for research purposes
- To explore multiple interpretations of *Romeo and Juliet* through performance and film
- To examine the “coming of age” concept in context of the play
- *(GB) To interpret readings using textual evidence
- *(GB) To discuss readings using the Shared Inquiry model

Skills and Knowledge

- Read and interpret the selected scene from *Romeo and Juliet*. Collaborate in planning, rehearsing, and presenting the scene.
- Perform with appropriate vocal delivery, facial expression, gestures and movement, using props and costumes to convey character (actors only).
- Organize and write a persuasive essay.
- Analyze various poems and connect to themes in *Romeo and Juliet*.
- To extract information from provided texts about Shakespeare, drama, and/or Elizabethan England and correctly paraphrase.
- To recognize what plagiarism is and how to avoid it.
- (GB) Read and annotate complex texts.
- (GB) Generate and answer interpretive questions about the text.

- (GB) Extract evidence from the text to support interpretation.
- (GB) Participate in a collaborative discussion about text.
- (GB) Use discussion notes to develop, enhance or revise their thinking.

Vocabulary

- Drama
- Tragedy
- Monologue
- Interpretation
- Theatrical Elements
- Puns
- Oxymoron
- Subtext
- Soliloquy
- Dramatic Irony
- Foil

Grammar

- (4.4) You might wish to explain that, although Shakespeare's kind of inversion is no longer in use, we still use an inverted sentence pattern in questions and in sentences beginning with *Here* and *There*. Additionally, inverting normal word order is a way to achieve emphasis or build suspense, as in this sentence: Into the dark cave strode the intrepid explorer.
- (4.12) You may want to provide a mini lesson on types of pronouns (e.g., personal, demonstrative, possessive, reflexive, reciprocal, indefinite, relative).

Unit 5: Coming of Age Amidst Controversy (4th Quarter)

Essential Questions

How does an author use literary elements to establish a theme?

What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of readers to it?

Embedded Assessment 1 to be completed between Weeks 31 and 39 (April 7 – June 6)

Students will analyze a passage from *To Kill a Mockingbird* and link it to a theme.

Unit 1 Assessment to be completed by Week 39 (June 6)

Unit Focus/Goals

- To extract information on the historical, social, or geographical context of the novel and correctly quote
- To explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age
- To extrapolate from a short passage the larger themes and literary elements of the novel
- *(GB) To interpret readings using textual evidence
- *(GB) To discuss readings using the Shared Inquiry model

Skills and Knowledge

- Understand literary context.
- Craft an effective thesis statement.
- Use effective transitions to connect ideas.
- To recognize what plagiarism is and how to avoid it.
- To extract information from provided texts about the historical, cultural, geographical, and social context of *To Kill a Mockingbird* and correctly quote using parenthetical documentation.
- Understand the connection between literary elements (setting, conflict, character) and the meaning of a work as a whole.
- Identify a significant passage that pertains to coming of age.

- Interpret a textual passage.
- Connect the larger themes of the novel to the content and literary elements in a short passage from the novel.
- Craft a clear and effective thematic statement.
- Evaluate quotes as textual evidence in support of an interpretive claim.
- Seamlessly integrate quotes from the novel.
- Edit and revise literary analysis essay for publication.
- Analyze various poems and connect to themes in the novel *To Kill a Mockingbird*
- (GB) Read and annotate complex texts.
- (GB) Generate and answer interpretive questions about the text.
- (GB) Extract evidence from the text to support interpretation.
- (GB) Participate in a collaborative discussion about text.
- (GB) Use discussion notes to develop, enhance or revise their thinking.

Vocabulary

- Literary Analysis
- Flashback
- Characterization
- Motif
- Foreshadowing
- Thematic Statement

Grammar

- (5.5) You may want to introduce the use of the comma after initial prepositional phrases.
- (5.10) You may want to point out the use and punctuation of restrictive and non-restrictive clauses.

- (5.18) You may want to show students additional ways to join independent clauses (with a semicolon or with a conjunctive adverb).

Unit 1: Voices of Modern Culture (1st Quarter)

Essential Questions:

How can cultural experiences shape, impact, or influence our perception of the world?

How can one incorporate voice and aspects of culture into an original piece of writing?

Embedded Assessment 1 to be completed between Weeks 2 and 4 (September 16 – October 4)

Students will write a personal narrative reflecting a significant personal incident.

Embedded Assessment 2 to be completed between Weeks 5 and 9 (October 7 – November 8)

Students will write and present a personal monologue using one voice.

Unit 1 Assessment to be completed by Week 10 (November 15)

Unit Focus/Goals

- To examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre)
- To apply analytical, critical, creative, and reflective strategies to published, personal, and peer-generated texts
- To write a personal narrative
- To write and present a personal monologue
- To develop speaking and listening skills that build capacity for effective communication

Skills and Knowledge

- Demonstrate knowledge of culture from multiple perspectives.
- Apply the writing process to multiple genres (poetry, expository response, cultural map, and reflection).
- Write a personal narrative reflecting a significant personal incident.
- Craft a monologue that represents one distinct voice.
- Employ rhetorical strategies that use elements of voice to enhance style.
- Apply the writing process to refine publications.

Vocabulary

- Culture
- Subculture
- Symbol
- Perspective
- Stereotype
- Voice
- Tone
- Imagery
- Style
- Theme
- Identity
- Audience
- Diction
- Dialogue
- Figurative Language
- Author's Purpose
- Rhetorical Device

Grammar

- Simple, Compound, Complex Sentences (1.4)
- Types of dependent clauses, including adverbial clauses (1.4)
- The purpose of appositives (1.4)
- Using adverbial clauses and appositives to combine sentences effectively (1.4)
- Periodic Sentences (1.4)
- Use of Pronouns (1.5)

Unit 2: Cultural Conversations (2nd Quarter)

Essential Questions:

How do external factors affect one's sense of identity?

How does one identify the effects of an author's use of stylistic or rhetorical devices?

Embedded Assessment 1 to be completed between Weeks 11 and 15 (November 18 – December 20)

Students will write a cultural conflict essay.

Embedded Assessment 2 to be completed between Weeks 16 and 20 (January 2 – January 24)

Students will write a response to literature essay.

Unit 2 Assessment to be completed by Week 20 (January 24)

Unit Focus/Goals

- To recognize how we define ourselves as individuals through our interactions with external cultural forces
- To recognize the role that culture plays in defining ourselves as individuals
- To write a cultural conflict essay
- To analyze and apply the elements of a response to literature essay

Skills and Knowledge

- Understand and apply the term *conflict* to cultural situations.
- Describe a conflict from both sides and examine the reasons behind it.
- Deconstruct a writing prompt and choose an appropriate organizational structure for writing.
- Work through all stages of the writing process.
- Read and identify elements of a memoir.
- Analyze literary devices and how they contribute to the theme of the memoir.
- Incorporate skills from Workshop Nine, such as constructing a clear thesis, providing evidence from the text, and presenting an effective organizational structure to an essay, into Embedded Assessment 2

Vocabulary

- Persona
- Satire
- Exaggeration/Hyperbole
- Irony
- Understatement
- Humor
- Theatrical Elements
- Cultural Conflict
- Protagonist
- Memoir
- Diction
- Syntax

Grammar

- Conjunctions and their uses, particularly in joining clauses into sentences (coordinating conjunctions, subordinating conjunctions, correlative conjunctions, and conjunctive adverbs) (2.3)
- Use of a dash to emphasize parenthetical information (2.4)
- Types of verbals (gerunds, infinitives, and participles) (2.5)
- Review how simple, compound, complex, and compound-complex sentences create rhythm in sentence structure (2.8)
- Use of quotation marks to suggest irony or sarcasm (2.15)
- Use of verbs to indicate tense and voice (active or passive) (2.16)

Unit 4: Justice (3rd Quarter)

Essential Questions:

What is the nature of justice?

How can one assess the validity of an argument?

What motivates characters in literature?

Embedded Assessment 1 to be completed between Weeks 21 and 30 (January 27 – April 4)

Students will write a compare and contrast character essay

Unit 4 Assessment to be completed by Week 30 (April 4)

Unit Focus/Goals

To examine perspectives of justice across cultures and over time

To recognize effective elements of argument and persuasion

To identify and analyze elements of Greek tragedy

To write a compare and contrast character essay

Skills and Knowledge

- Engage in shared readings and chart the action of the play, Antigone.
- Infer motives of characters and predict events of plot.
- Apply reading strategies to a difficult text.
- Identify and evaluate an issue of justice in Antigone.
- Analyze characters' thoughts and feelings and identify textual evidence for support.
- Read assigned parts using appropriate vocal inflection and gestures.
- Write an essay comparing and contrasting two characters from the play, Antigone.

Vocabulary

- justice
- chorus
- tragedy
- ode
- strophe
- antistrophe
- argument
- decree

Grammar

- Prepositional phrases and how they function in sentences (4.4)
- The active or passive voice of verbs (4.5)
- Achieve sentence variety using adverbs, adverb phrases, adverbial clauses, and participial phrases (4.7)
- Review parallel structure as a stylistic device that shows equal weight of ideas or images (4.11)
- Review reciprocal pronouns (4.14)

Unit 5: Building Cultural Bridges (4th Quarter)

Essential Questions:

*How do cultural differences cause conflicts over environmental issues?
What role do you play in helping to protect/preserve the environment?
What is the value of self-reflection in preparing for one's future?*

Embedded Assessment 1 to be completed between Weeks 31 and 35 (April 7 – June 6)

Students will write a compare and contrast film essay on global warming

Unit 5 Assessment to be completed by Week 39 (June 6)

Unit Focus/Goals

- To examine how nonfiction texts (both print and non-print) construct our perceptions of what is true
- To analyze how writers and speakers use evidence to impact the persuasiveness of a claim
- To examine how perceptions of a writer or speaker's ethics affect the credibility of a text or its author
- To explore a complex issue or problem from multiple perspectives
- To compare and contrast an important issue in two films/texts
- To reflect on academic strengths and identify areas for further development

Skills and Knowledge

- Examine cause-effect relationships in a conflict.
- Evaluate sources for subjectivity and credibility.
- Analyze films and texts to find similarities and differences
- Write a compare and contrast film essay on global warming
- Self-assess academic abilities and growth.

Vocabulary

- documentary film
- objectivity
- subjectivity
- dialogue
- narration
- theme
- diegetic sound
- non-diegetic sound

- persuasion
- logical appeal
- emotional appeal
- ethical appeal

Grammar

- Punctuation of quotations from sources (5.9)
- Using the subjunctive mood correctly (5.9)
- Punctuation of restrictive and nonrestrictive clauses (5.11)

Unit 1: Voices of Modern Culture (1st Quarter)

Essential Questions:

How can cultural experiences shape, impact, or influence our perception of the world?

How can one incorporate voice and aspects of culture into an original piece of writing?

Embedded Assessment 1 to be completed between Weeks 2 and 4 (September 16 – October 4)

Students will write a literary analysis essay on the summer reading text, *The Color of Water*

Embedded Assessment 2 to be completed between Weeks 5 and 9 (October 7 – November 8)

Students will write and present two monologues

Unit 1 Assessment to be completed by Week 10 (November 15)

Unit Focus/Goals

- To examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre)
- To write a literary analysis essay on the summer reading text, The Color of Water
- To write and present monologues
- To develop speaking and listening skills that build capacity for effective communication
- To read, analyze, and discuss one of the following class texts: Lord of the Flies or Funny in Farsi.

Skills and Knowledge

- Demonstrate knowledge of culture from multiple perspectives.
- Apply the writing process to multiple genres (poetry, literary essay, personal narrative, and reflection).
- Write a literary analysis essay that focuses on organization, clear thesis, and textual support.
- Write a personal narrative that focuses on the development of personal voice and tone.
- Craft two monologues that represent two distinct voices.
- Employ rhetorical strategies that use elements of voice to enhance style.

- Apply the writing process to refine publications.

Vocabulary

- Culture
- Subculture
- Symbol
- Perspective
- Stereotype
- Voice
- Tone
- Imagery
- Style
- Theme
- Identity
- Audience
- Diction
- Dialogue
- Figurative Language
- Author's Purpose
- Rhetorical Device
- Anaphora
- Alliteration
- Connotative
- Denotative
- Irony

Grammar

- Parts of speech
- Punctuation
- Sentence Structure
- Simple, Compound, Complex Sentences (1.4)
- Types of dependent clauses, including adverbial clauses (1.4)
- The purpose of appositives (1.4)
- Using adverbial clauses and appositives to combine sentences effectively (1.4)
- Periodic Sentences (1.4)
- Use of Pronouns (1.5)

Unit 2: Cultural Conversations (2nd Quarter)

Essential Questions:

How do external factors affect one's sense of identity?

How does one identify the effects of an author's use of stylistic or rhetorical devices?

Embedded Assessment 1 to be completed between Weeks 11 and 15 (November 18 – December 20)

Students will write a cultural conflict essay focusing on the film, “Bend it Like Beckham”

Embedded Assessment 2 to be completed between Weeks 16 and 20 (January 2 – January 24)

Students will write a synthesis essay on two texts

Unit 2 Assessment to be completed by Week 20 (January 24)

Unit Focus/Goals

- To recognize how we define ourselves as individuals through our interactions with external cultural forces
- To recognize the role that culture plays in defining ourselves as individuals
- To write a cultural conflict essay
- To a synthesis essay on two texts
- To read, analyze, and discuss the texts: Tuesdays with Morrie, and Flowers for Algernon

Skills and Knowledge

- Analyze and identify conflict as it appears in cultural situations and apply to formal writing.
- Describe a conflict from both sides and examine the reasons behind it.
- Deconstruct a writing prompt and choose an appropriate organizational structure for writing.
- Work through all stages of the writing process.
- Read and identify elements of a memoir and a novel.
- Analyze literary devices and how they contribute to the theme of the memoir and a novel.
- Synthesize the meaning of two texts to complete Embedded Assessment 2.

Vocabulary

- Persona
- Satire
- Exaggeration/Hyperbole
- Irony
- Understatement
- Humor
- Parody
- Theatrical Elements
- Cultural Conflict
- Protagonist
- Memoir
- Diction
- Syntax
- Synthesis
- Allusion
- Argument
- Juxtaposition

Grammar

- Sentence Types
- Active vs. Passive Voice
- Rhetorical Sentences
- Conjunctions and their uses, particularly in joining clauses into sentences (coordinating conjunctions, subordinating conjunctions, correlative conjunctions, and conjunctive adverbs) (2.3)
- Use of a dash to emphasize parenthetical information (2.4)
- Types of verbals (gerunds, infinitives, and participles) (2.5)
- Review how simple, compound, complex, and compound-complex sentences create rhythm in sentence structure (2.8)
- Use of quotation marks to suggest irony or sarcasm (2.15)
- Use of verbs to indicate tense and voice (active or passive) (2.16)

Unit 3: Community (3rd Quarter)

Essential Questions:

How can an author use a work of fiction to make a statement about culture?

How might the cultural fabric of a community be stretched or altered when it encounters new ideas and members?

How can one evaluate issues of justice across various texts?

Embedded Assessment 1 to be completed between Weeks 21 and 30 (January 27 – April 4)

Students will write a literary analysis essay

Unit 3 Assessment to be completed by Week 30 (April 4)

Unit Focus/Goals

- To analyze character relationships and motives in a literary work
- To apply academic writing skills to a literary analysis
- To make connections between one's culture and the culture of another time and place
- To actively engage in a shared inquiry of a text, using Great Books strategies

Skills and Knowledge

- Demonstrate knowledge of cultural components in the novel.
- Work effectively with a group of peers.
- Organize ideas effectively for a presentation.
- Use active listening and note-taking skills.
- Conduct a close reading and analysis of a literary text.
- Organize and present ideas in a literary essay.
- Understand the concept of a tragic hero.
- Write with an emphasis on revision.
- Understand key features of academic writing with an emphasis on diction, syntax, and conventions.

Vocabulary

- tragic hero
- archetype
- epigraph
- motif
- hamartia
- idiom
- oral tradition
- proverb
- synthesize
- juxtaposition
- theme (implied/explicit)
- contrasting expression

Grammar

- Review reciprocal pronouns (3.10)
- Functions of subordinate clauses (noun clauses, adjective clauses, adverb clauses) (3.9)
- Use of subjunctive mood (3.15)
- Present and past participle
- Proofreading for punctuation marks (refer back to activity 1.15)

Unit 4: Justice (4th Quarter)

Essential Questions:

- What is the nature of justice?*
- How can one assess the validity of an argument?*
- What motivates characters in literature?*

Embedded Assessment 1 to be completed between Weeks 31 and 35 (April 7 – May 9)

Students will complete a persuasive SAT style essay on justice.

Embedded Assessment 2 to be completed between Weeks 36 and 39 (April May 12 – June 6)

Students will, in groups, complete a dramatic performance on *Macbeth*

Unit 4 Assessment to be completed by Week 39 (June 6)

Unit Focus/Goals

- To examine perspectives of justice across cultures and over time
- To recognize effective elements of argument and persuasion
- To identify and analyze elements of Greek tragedy
- To write a persuasive SAT style essay
- To compose and deliver a dramatic performance

Skills and Knowledge

- Engage in shared readings and chart the action of the play, Antigone.
- Infer motives of characters and predict events of plot.
- Apply reading strategies to a difficult text.
- Identify and evaluate an issue of justice in Antigone.
- Analyze characters' thoughts and feelings and identify textual evidence for support.
- Read assigned parts using appropriate vocal inflection and gestures.
- Write a persuasive essay about the play, Antigone.
- Engage in shared readings of Macbeth
- Demonstrate understanding of Shakespearean language and theatrical elements
- Express knowledge of the text through drama

Vocabulary

- justice
- chorus
- tragedy
- ode
- strophe
- antistrophe
- argument
- decree

Grammar

- Prepositional phrases and how they function in sentences (4.4)
- The active or passive voice of verbs (4.5)
- Achieve sentence variety using adverbs, adverb phrases, adverbial clauses, and participial phrases (4.7)
- Review parallel structure as a stylistic device that shows equal weight of ideas or images (4.11)
- Review reciprocal pronouns (4.14)

Unit 1: The American Dream (1st Quarter)

Essential Questions:

In what way does the American Dream manifest itself in American life?

How does one create a personal definition of the American Dream?

Embedded Assessment 1

Regents Task #28 Critical Lens Essay completed between weeks 7-8

Embedded Assessment 2

An essay which synthesizes at least three to five sources and the student's own observations to defend, challenge, or qualify the statement that America still provides access to the American Dream, to the "tired, the poor, and the huddled masses." to be completed between weeks 9-10

Unit 1 Assessment to be completed by week 11

Unit Focus

- Understanding and applying the relationship between various texts to the theme of the American Dream
- Understanding the various philosophies that help to support the idea of the American Dream
- Synthesizing various sources to write a persuasive argument about the American Dream

Skills and Strategies

- Understand the concept of the American Dream.
- Differentiate between a primary and secondary source.
- Develop a working hypothesis.
- Differentiate between numeric, yes/no, and open-ended questions.
- Create and conduct a survey.
- Collect and interpret data.
- Understand the relationship between audience and assumptions.
- Refine presentation skills to deliver organized and thoughtful information.
- Understand the concept of the American Dream.
- Differentiate between a primary and secondary source.
- Develop a working hypothesis.
- Differentiate between numeric, yes/no, and open-ended questions.
- Create and conduct a survey.

- Collect and interpret data.
- Understand the relationship between audience and assumptions.
- Refine presentation skills to deliver organized and thoughtful information.

Vocabulary

- Primary source
- Secondary source
- Transcendentalism
- Puritanism
- Revolutionaries
- Aphorism
- Antithesis
- Tone
- Diction
- Amateur
- Personification
- Pesticide

Grammar

- Infinitive phrases
- Verbal phrase
- Parallel structure
- Direct quotes
- Adjective clauses
- Noun clauses
- Elliptical clauses

Texts

The Great Gatsby

Bodega Dreams

Montana 1948

Unit 2: The Marketplace of Ideas (2nd Quarter)

Essential Questions:

How do newspapers impact public opinion or public perception?

How does a writer use tone to advance an opinion?

Embedded Assessment 1

Creating an Editorial to be completed between weeks 11-14

Embedded Assessment 2

Writing a Satirical Piece or Parody to be completed between weeks 15-17

Unit 2 Assessment to be completed by January 15th

Unit Focus

- Understanding the concept of a marketplace of ideas and the role that journalism plays in a democracy
- Understanding how to distinguish between fact and opinion
- Analyze how writers use logic, evidence, and rhetoric to advance their opinions
- Understanding how to detect bias within a text
- Write a persuasive original text
- Analyze a variety of news sources
- Distinguish between an opinion piece, satirical piece, and news story

Skills and Strategies

- Identify and elements of an op-ed page, including unsigned editorials, editorial cartoons, guest columns, point-counterpoints, and letters to the editor.
- Research and collect topical information to generate and develop focused positions.
- Identify and use elements of persuasion.
- Use language, visual symbols, and evidence for rhetorical effect.
- Evaluate the effectiveness of an author's language and reasoning.
- Use diction, syntax, and imagery to develop and manipulate tone for rhetorical effect.
- Apply satirical techniques in writing and evaluate their effectiveness.
- Tailor a satirical text to a particular audience and context.

Academic Vocabulary

- Bias
- Fallacy
- Editorial

- Parody
- Reasoning: inductive, deductive
- Concession
- Refutation
- Irony
- Hyperbole
- Litotes
- Caricature
- Wit
- Sarcasm
- Ridicule
- Invective

Grammar

- Rhetorical questions
- Direct quotes
- Verbal phrases
- Gerunds
- Participle
- Using dashes

Texts

MAUS

Yummy

Montana 1948

*Graphic novels work well with this unit

Unit 3: The Power of Persuasion (3rd Quarter)

Essential Questions:

How are the components of rhetoric applied to the creation and delivery of persuasive speeches?

How can artistic expression advance social commentary?

Embedded Assessment 1

Creating and Presenting a Persuasive speech to be completed between weeks 17-18

Embedded Assessment 2

Critical Lens Essay to be completed between weeks 22-23

Other Assessments

Character Analysis Essay to be completed by week 24

Unit 3 Assessment to be completed by March 3rd

Unit Focus

As we have explored the basic philosophies that helped establish America's democracy in Unit 1, this unit will deconstruct Puritanical philosophy through the use of rhetoric and the play *The Crucible*. Students will analyze the way in which language is used to persuade others to your opinion, a right that is afforded to us because of our democracy. They will then engage in creating their own speech where they take a stand on a contemporary issue. In reading *The Crucible*, students will analyze diction and syntax and the way in which characters were constructed to serve as an allegory to the Red Scare of the 1950's. It is through reading this text that students will be able to see the power of words in a democracy. They will see how social commentary can be woven into a play, as well as a short story, an article, and even in the television programs that we all enjoy. Students will walk away from this unit having explored the persuasive ways speech can be presented and how effective a persuasive speech is in changing the discourse of a nation.

Skills and Knowledge

- Identify a contemporary issue and compose a thesis that takes a stand.
- Incorporate rhetorical appeals and rhetorical devices in an original speech.
- Make deliberate choices about syntax in composing a speech.
- Use elements of delivery, including inflection and gesture.
- Critique peers.
- Reflect on components of an effective speech.
- Analyze and create character analysis while reading *The Crucible*
- Use literary analysis to deconstruct themes, plot, conflict, characters.
- Engage in using higher level academic vocabulary like foils, allusions, allegory
- Identify a contemporary issue of personal relevance.

- Work collaboratively in small groups and with another small group.
- Create characters and place them in a setting that serves as a backdrop for the social commentary.
- Compose an original script that makes a social comment.
- Collaborate on a performance that includes an introduction made by the director and an explanation of the setting made by the dramaturge.
- Take notes about and respond to the performances of other groups.
- Reflect on and evaluate own group's performance.

Academic Vocabulary

- Repetition
- Alliteration
- Rhetoric
- Rhetorical devices
- Argument by analogy
- Extended metaphor
- Aphorism
- Parallelism
- Allusion
- Simile
- Metaphor
- Foil
- Characterization
- Irony
- Social commentary

Grammar

- Active voice vs. passive
- Sentence purpose: declarative, interrogative, exclamatory, imperative
- Sentence Length: telegraphic, short, medium, long
- Sentence structure: simple, compound, complex, compound-complex, cumulative, periodic, balanced
- Sentence Order: natural, inverted
- Colon

Texts

****David Sedaris** would work well with the satire part of this unit.

Unit 5: The Pursuit of Happiness (4th Quarter)

Essential Questions:

What does it mean to pursue happiness?

How can we contrast philosophical ideas about happiness?

Embedded Assessment 1

Reflective Essay to be completed by week 32

Embedded Assessment 2:

Argument Essay to be completed by week 35

Other Assessments

Character vs. Character (Holden vs., Chris) Essay to be completed by week 36

Unit 4 Assessment to be completed by June 2nd

Unit Focus

As we have explored the basic philosophies that helped establish America's democracy in Unit 1, this unit will deconstruct Transcendentalist philosophy through the text Into the Wild. The pursuit of happiness is one of the fundamental principles that helped establish this country. Many people think that fulfilling the American Dream is equal to how much money you make, however, in this unit, students will explore characters that have very different view on what it means to be happy. There are multiple pathways to achieve happiness. Students will compare and contrast the characters of Holden Caulfield in *The Catcher in the Rye* to that of real life Chris McCandless from *Into the Wild*. Students will be able to contrast these two characters, their own ideas of happiness, and finally write a reflective essay.

Skills and Knowledge:

- Choose an organizational structure that includes an event, a response, and a reflection.
- Effectively employ stylistic techniques (i.e., consistent tone, purposeful diction, vivid detail, syntactic variation) in the writing of a personal essay.
- Describe a personal experience and convey its significance to the reader.
- Revise the draft to produce clear ideas and coherent writing.
- Present a final draft that demonstrates evidence of the writing process.
- To analyze and evaluate the structural and stylistic features of texts
- To compose a personal essay that employs stylistic techniques
- Analyze the character according to Transcendentalism philosophies
- Analyze the character using the basic tenants of characterization
- Contrast characters and their setting to gain insight into the ways in which people try to achieve happiness.

Academic Vocabulary

- Coherence
- Genre Conventions
- Discourse
- Precept
- Epigram
- Connotation
- Characterization
- Allusion

Grammar

- Conjunctive adverbs
- Asyndeton
- Parallel verb phrases

Texts

The Catcher in the Rye

Unit 1: The American Dream (1st Quarter)

Essential Questions:

In what way does the American Dream manifest itself in American life?

How does one create a personal definition of the American Dream?

Embedded Assessment 1

American Dream Synthesis Paper to be completed between weeks 7-8

Embedded Assessment 2

AP Literature Comparative essay to be completed between weeks 9-10

Unit 1 Assessment to be completed by week 11

Unit Focus

- Understanding and applying the relationship between various texts to the theme of the American Dream
- Understanding the various philosophies that help to support the idea of the American Dream
- Synthesizing various sources to write a persuasive argument about the American Dream

Skills and Strategies

- Understand the concept of the American Dream.
- Differentiate between a primary and secondary source.
- Develop a working hypothesis.
- Differentiate between numeric, yes/no, and open-ended questions.
- Create and conduct a survey.
- Collect and interpret data.
- Understand the relationship between audience and assumptions.
- Refine presentation skills to deliver organized and thoughtful information.
- Understand the concept of the American Dream.
- Differentiate between a primary and secondary source.
- Develop a working hypothesis.
- Differentiate between numeric, yes/no, and open-ended questions.
- Create and conduct a survey.
- Collect and interpret data.
- Understand the relationship between audience and assumptions.
- Refine presentation skills to deliver organized and thoughtful information.

Vocabulary

- Primary source
- Secondary source
- Transcendentalism
- Puritanism
- Revolutionaries
- Aphorism
- Antithesis
- Tone
- Diction
- Amateur
- Personification
- Pesticide

Grammar

- Infinitive phrases
- Verbal phrase
- Parallel structure
- Direct quotes
- Adjective clauses
- Noun clauses
- Elliptical clauses

Texts

The Great Gatsby

Bodega Dreams

Montana 1949

Unit 2: The Marketplace of Ideas (2nd Quarter)

Essential Questions:

How do newspapers impact public opinion or public perception?

How does a writer use tone to advance an opinion?

Embedded Assessment 1

Creating an Editorial to be completed between weeks 11-14

Embedded Assessment 2:

Writing a Satirical Piece or Parody to be completed between weeks 15-17

Unit 2 Assessment to be completed by January 15th

Unit Focus

- Understanding the concept of a marketplace of ideas and the role that journalism plays in a democracy
- Understanding how to distinguish between fact and opinion
- Analyze how writers use logic, evidence, and rhetoric to advance their opinions
- Understanding how to detect bias within a text
- Write a persuasive original text
- Analyze a variety of news sources
- Distinguish between an opinion piece, satirical piece, and news story

Skills and Strategies

- Identify and elements of an op-ed page, including unsigned editorials, editorial cartoons, guest columns, point-counterpoints, and letters to the editor.
- Research and collect topical information to generate and develop focused positions.
- Identify and use elements of persuasion.
- Use language, visual symbols, and evidence for rhetorical effect.
- Evaluate the effectiveness of an author's language and reasoning.
- Use diction, syntax, and imagery to develop and manipulate tone for rhetorical effect.
- Apply satirical techniques in writing and evaluate their effectiveness.
- Tailor a satirical text to a particular audience and context.

Academic Vocabulary

- Bias
- Fallacy
- Editorial

- Parody
- Reasoning: inductive, deductive
- Concession
- Refutation
- Irony
- Hyperbole
- Litotes
- Caricature
- Wit
- Sarcasm
- Ridicule
- Invective

Grammar

- Rhetorical questions
- Direct quotes
- Verbal phrases
- Gerunds
- Participle
- Using dashes

Texts

MAUS

Yummy

Montana 1949

*Graphic novels work well with this unit

Unit 3: The Power of Persuasion (3rd Quarter)

Essential Questions:

How are the components of rhetoric applied to the creation and delivery of persuasive speeches?

How can artistic expression advance social commentary?

Embedded Assessment 1

Creating and Presenting a Persuasive speech to be completed between weeks 17-18

Embedded Assessment 2

Creating and Performing a Dramatic Scene to be completed between weeks 22-23

Other Assessments

Character Analysis Essay to be completed by week 24

AP Language or Literature essay to be completed by week 25

Unit 3 Assessment to be completed by March 3rd

Unit Focus

As we have explored the basic philosophies that helped establish America's democracy in Unit 1, this unit will deconstruct Puritanical philosophy through the use of rhetoric and the play *The Crucible*. Students will analyze the way in which language is used to persuade others to your opinion, a right that is afforded to us because of our democracy. They will then engage in creating their own speech where they take a stand on a contemporary issue. In reading *The Crucible*, students will analyze diction and syntax and the way in which characters were constructed to serve as an allegory to the Red Scare of the 1950's. It is through reading this text that students will be able to see the power of words in a democracy. They will see how social commentary can be woven into a play, as well as a short story, an article, and even in the television programs that we all enjoy. Students will walk away from this unit having explored the persuasive ways speech can be presented and how effective a persuasive speech is in changing the discourse of a nation.

Skills and Knowledge:

- Identify a contemporary issue and compose a thesis that takes a stand.
- Incorporate rhetorical appeals and rhetorical devices in an original speech.
- Make deliberate choices about syntax in composing a speech.
- Use elements of delivery, including inflection and gesture.
- Critique peers.

- Reflect on components of an effective speech.
- Analyze and create character analysis while reading The Crucible
- Use literary analysis to deconstruct themes, plot, conflict, characters.
- Engage in using higher level academic vocabulary like foils, allusions, allegory
- Identify a contemporary issue of personal relevance.
- Work collaboratively in small groups and with another small group.
- Create characters and place them in a setting that serves as a backdrop for the social commentary.
- Compose an original script that makes a social comment.
- Collaborate on a performance that includes an introduction made by the director and an explanation of the setting made by the dramaturge.
- Take notes about and respond to the performances of other groups.
- Reflect on and evaluate own group's performance.

Academic Vocabulary

- Repetition
- Alliteration
- Rhetoric
- Rhetorical devices
- Argument by analogy
- Extended metaphor
- Aphorism
- Parallelism
- Allusion
- Simile
- Metaphor
- Foil
- Characterization
- Irony
- Social commentary

Grammar

- Active voice vs. passive
- Sentence purpose: declarative, interrogative, exclamatory, imperative
- Sentence Length: telegraphic, short, medium, long
- Sentence structure: simple, compound, complex, compound-complex, cumulative, periodic, balanced
- Sentence Order: natural, inverted
- Colon

Texts

****David Sedaris** would work well with the satire part of this unit.

Honors Unit 4: The Pursuit of Happiness (4th Quarter)

Essential Questions:

What does it mean to pursue happiness?

How can we contrast philosophical ideas about happiness?

Embedded Assessment 1

Reflective Essay to be completed by week 32

Embedded Assessment 2

Argument Essay to be completed by week 35

Other Assessments

Character vs. Character (Holden vs. Chris) Essay to be completed by week 36

Unit 4 Assessment to be completed by June 2nd

Unit Focus

As we have explored the basic philosophies that helped establish America's democracy in Unit 1, this unit will deconstruct Transcendentalist philosophy through the text Into the Wild. The pursuit of happiness is one of the fundamental principles that helped establish this country. Many people think that fulfilling the American Dream is equal to how much money you make, however, in this unit, students will explore characters that have very different view on what it means to be happy. There are multiple pathways to achieve happiness. Students will compare and contrast the characters of Holden Caulfield in *The Catcher in the Rye* to that of real life Chris McCandless from *Into the Wild*. Students will be able to contrast these two characters, their own ideas of happiness, and finally write a reflective essay.

Skills and Knowledge:

- Choose an organizational structure that includes an event, a response, and a reflection.
- Effectively employ stylistic techniques (i.e., consistent tone, purposeful diction, vivid detail, syntactic variation) in the writing of a personal essay.
- Describe a personal experience and convey its significance to the reader.
- Revise the draft to produce clear ideas and coherent writing.
- Present a final draft that demonstrates evidence of the writing process.
- To analyze and evaluate the structural and stylistic features of texts
- To compose a personal essay that employs stylistic techniques

- Analyze the character according to Transcendentalism philosophies
- Analyze the character using the basic tenants of characterization
- Contrast characters and their setting to gain insight into the ways in which people try to achieve happiness.

Academic Vocabulary

- Coherence
- Genre Conventions
- Discourse
- Precept
- Epigram
- Connotation
- Characterization
- Allusion

Grammar

- Conjunctive adverbs
- Asyndeton
- Parallel verb phrases

Texts

The Catcher in the Rye

Unit 1: Perception is Everything (1st Quarter)

Essential Questions:

How do writers and artists organize or construct text to convey meaning?

What does it mean to be a stranger in the village?

Embedded Assessment 1:

Creating a Photo Essay + Argument Paper Assessment 1 to be completed by week 6

Embedded Assessment 2:

Writing a Reflective Essay to be completed by week 11

Other Assessments

College Essay Assignment to be completed by week 4

This I Believe Packet to be completed by week 2

This I Believe Essay to be completed by week 3-4

Unit 1 Assessment to be completed by week 12-13

Unit Focus

In this unit, students are introduced to the concept of perspective by considering how one's perception determines his or her interpretation of the world. A corollary of this fact is the idea that one's perception of reality is often filtered through various values, prejudices, and attitudes. In this level, students will learn and apply multiple literary theories as filters in order to have deeper and richer ways to think about, interpret, and critique literature and life. Literary theory is presented to introduce the idea that the world is full of ideologies, theories, and biases through which students construct an understanding of their own as well as others' experiences. Studying theory is a means to make students aware of competing visions of truth that they will examine and define from multiple perspectives.

Skills and Knowledge

- Know and apply the format and design conventions of a photo essay.
- Create a thesis statement that identifies a perspective or position on an issue.
- Analyze both print and nonprint texts from a theoretical perspective.
- Design a layout that presents a clear sequence of ideas that visually advance a perspective.
- Analyze and emulate the style of a published author.

- Design a rhetorical plan, and use it to generate a draft.
- Develop a text to incorporate the thematic concept of Stranger in the Village.
- Employ the organizational structure of a reflective essay.
- Draft a reflective text with clear controlling ideas and illustrative details.
- Make stylistically appropriate choices (e.g., tone, diction, detail, syntax).
- Use a variety of strategies to revise and refine writing.
- Edit a draft to present technically sound texts.

Academic Vocabulary

- Reader Response Criticism
- Cultural Criticism
- Perception
- Scenario
- Mise en scene
- Literary Theory
- Free Verse
- Fixed Form
- Imagery
- Sensory details
- Prologue
- Vignette
- Thesis

Grammar

- Relative pronouns
- Adjective clauses
- Parody
- Satire

Texts

Persepolis 1 and 2

Unit 2: Evolving Perspectives (2nd Quarter)

Essential Questions:

How can dramatic performance reflect a critical perspective?

What role does literature play in the examination of recurring societal issues?

Embedded Assessment 1:

Writing an Analysis 1 to be completed by week 17

Embedded Assessment 2:

Create a modern version to be completed by week 19

Other Assessments

Character Connection to Theory to be completed by week 4

Cover Letter for Military Position to be completed by week 2

Unit 2 Assessment to be completed by week 20

Unit Focus

Looking at William Shakespeare's *The Tragedy of Othello, the Moor of Venice*, through the lens of time yields a rich perspective from which to view a play that has been in continuous production for more than 400 years. Shakespeare's characters and conflicts continue to be relevant to every age and country in which his plays are produced. Unit 2

asks students to apply new, critical perspectives to Shakespeare's *Othello*. Reading, listening to, and even watching a drama can have an impact on students, but only by speaking

the lines and interpreting the parts can students truly make meaning and own a drama. Unit 2

requires careful planning on your part as students read and grapple with Shakespeare's text, analyze interpretations of scenes, apply critical perspectives, and plan and rehearse a presentation of a scene from *Othello*.

Skills and Knowledge

- Incorporate a critical perspective into argumentative writing.
- Plan and execute writing under time constraints.
- Develop a clearly defined thesis.
- Provide relevant supporting details.
- Organize ideas for smooth transitions.
- Read and interpret the selected scene from *Othello*.

- Select and apply a relevant critical perspective.
- Collaborate in planning, rehearsing, and presenting a scene.

Academic Vocabulary

- Historical Criticism
- Dramatic Irony
- Verbal Irony
- Situational Irony

Grammar

- Adverb clauses
- Complex sentences
- Infinitive phrases

Texts

Othello

Unit 3: The Collective Perspective (3rd Quarter)

Essential Questions:

How does applying a critical perspective affect an understanding of text?

How does a new understanding of a text gained through interpretations help or hinder your enjoyment of it?

Embedded Assessment 1:

Modernize the Pygmalion myth 1 to be completed by week 25

Embedded Assessment 2:

Apply a critical perspective to be completed by week 30

Unit 3 Assessment to be completed by week 30

Unit Focus

This unit provides an opportunity for students to continue their focus on critical perspectives including Archetypal, Feminist, and Marxist literary criticism. Students will be asked to focus their attention on characters, characterizations, and the relationship between and among individuals and groups in a variety of texts including fiction, drama, film, and non-fiction. This unit not only asks students to examine and analyze text, but also asks them to consider the social and cultural implications of presenting a text from a particular perspective. By studying texts this way, students will start to understand various textual readings and reflect on whether or not the understanding of these perspectives enhances or limits their enjoyment, application of their critique to minor characters and subplots.

Skills and Knowledge

- Write a script that conveys a critical perspective.
- Understand the genre conventions of a play script.
- Understand and apply key themes and components of critical theories.
- Use stages of the writing process effectively.
- Use guiding questions associated with a variety of literary criticisms.
- Apply a sophisticated understanding of the drama.
- Understand and apply elements of plot, characterization, dialogue, and subtext.
- Reflect on the process of creating, presenting, and making meaning from text.

Skills and Knowledge: Applying a Critical Perspective

- Apply the Feminist Critical Perspective to an unfamiliar text .

- Apply close-reading strategies to a new text.
- Use peer feedback to enhance written products.
- Reflect a clear understanding of the connection among summary, thesis, examples, and commentary.
- Use appropriate grammar, conventions, and organization.

Academic Vocabulary

- Archetypal Criticism
- Marxist Criticism
- Feminist Criticism
- Myth
- Subtext
- Tone
- Allusion
- Montage

Grammar

- Compound sentences
- Coordinating conjunctions
- Conjunctive adverbs
- Semicolon and colons

Texts

Pygmalion

Unit 4: Multiple Perspectives (4th Quarter)

Essential Questions:

How can an examination of texts through multiple perspectives affect understanding

How do media production elements shape a message?

Embedded Assessment 1:

Creating a Story from Pictures to be completed by week 40

Unit 4 Assessment to be completed by week 40

Unit Focus

This unit expands students' understanding of critical perspectives by offering opportunities to apply multiple critical perspectives to a single text. As students reflect on how different perspectives inform their understanding of a text, they begin to see the importance of multiple ways of looking at texts, at events, and at life. The process of applying multiple critical perspectives and engaging in student-led discussion is scaffolded through the reading of an acclaimed graphic novel. Initially led by the teacher, students gradually move to greater independence throughout their reading. Students then apply the skills they have learned to independent reading and analysis of a novel or play of literary merit and participate in a student-led discussion group.

Skills and Knowledge

- Summarize the text to provide necessary background knowledge for an audience who has not read this text.
- Use the format of a graphic novel.
- Analyze the text through a critical perspective.
- Create a story from the pictures in the novel using one of the learned criticisms

Academic Vocabulary

- Archetypal Criticism
- Cultural criticism
- Feminist Criticism
- Historical Criticism
- Marxist Criticism
- Reader Response Criticism
- Structure
- Style
- Plot

- Interior Monologue
- Flashback
- Mood

Texts

The Arrival