

Pre-A.P. English II

Curriculum

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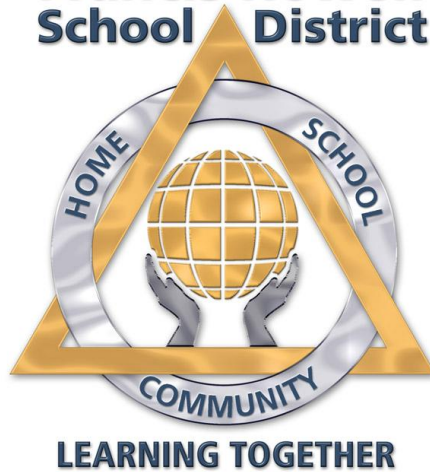
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Francis Howell School District

Pre-AP English II Curriculum

Francis Howell
School District



Board Approved: May 18, 2017

Curriculum Committee

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Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the

community as partners in learning.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Communication Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

One of the goals of Pre-AP English II is to reinforce the literacy skills taught in Pre-AP English I while beginning to prepare students for the challenging reading and writing they will encounter in Advanced Placement English Language and Composition and Advanced Placement English Literature and Composition. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will study a wide variety of literature that focuses on self exploration and expanding students' knowledge and acceptance of the variety of human experiences and cultures.

Course Description

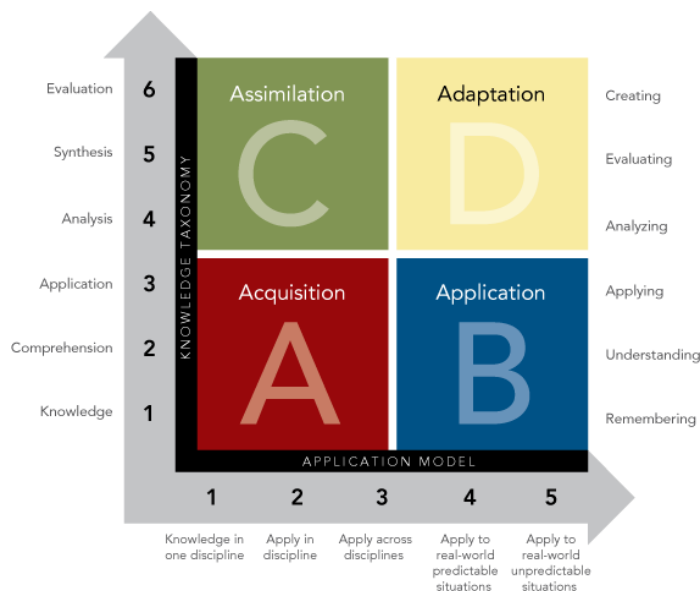
The course is for the advanced student and will be an introduction to the literacy skills students will need to be college and career ready and in future AP classes. This course will focus on reading, writing, listening/speaking, and research. Emphasis will be placed on approaching reading and writing as processes. Expository, narrative, descriptive and persuasive writing will be addressed. Research will be integrated throughout the course. Students will read and respond to literature using self-exploration skills and cross-curricular studies. This course will be vertically aligned to the AP standards and will be designed to achieve success in future AP classes. Summer homework is a required element of this course.

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards Expectations for English Language Arts
<https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-6-12-sboe-2016.pdf>

National Educational Technology Standards
http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_one-sheet_final.pdf?sfvrsn=0.23432948779836327

English II Pre AP Units & Standards Overview

Semester 1 Semester 2

Unit 1: Roles & Relationships	Unit 2: Human Struggle	Unit 3: Synthesis	Unit 4: Rhetoric	Unit 5: Decisions
8 weeks	5 weeks	3 weeks	8 weeks	5 weeks
PE Assessment: RL1A ,RL1D, W2A , W3A	PE Assessment: RL1A ,RL1D, RL2A, RL2B, RL2C, RL2D	PE Assessment: W1A, W2A , W3A, RI1A , RI2B, RI2D	PE Assessment: W1A, W2A , W3A, SL2A, SL2B	PE Assessment: RL1A , RL1D, RI1A , RI1D, RI3B W2A , W3A, ISTE-S1a, ISTE-S3a, ISTE-S3b, ISTE-S3c, ISTE-S3d, ISTE-S4a, ISTE-S4c
RL1A RL1B RL1D RL2B RL2C RL2D RL3C RI1A RI1B RI1D RI2A W2A W3A SL1A SL1C ISTE-S 2a, 2b, 3b, 3c, 3d	RL1A RL1B RL1D RL2A RL2B RL2C RL2D RI1B RI3B RI3C W1A W2A W3A SL1A SL1C SL2A SL2B SL2C ISTE-S 1a, 2a, 2b, 3a, 3b, 3c, 3d, 4a	RL1A RL1B RL1D RI1A RI1B RI2A RI2B RI2C RI2D W1A W2A W3A SL1A SL1C SL2A SL2B ISTE-S 1a, 2a, 2b, 3b, 3c, 3d	RL1A RL1B RL1D RL2A RL2C RL2D RI1A RI1B RI1D RI2A RI2B RI2C RI2D RI 3B W1A W2A W3A ISTE-S 1a, 3a, 3b, 3c, 3d, 4a, 4c	

*bolded standards are priority standards

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Semester 1	<p>This unit focuses on roles and relationships, in particular, multiple points of view/perspectives. Students will additionally focus on author’s style including his/her use of specific diction, syntax, tone and figurative language for a broader purpose. This unit has been designed around the novel <i>In the Time of the Butterflies</i>, but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section.</p> <p>Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, and analysis of language in relationship to the work as a whole while incorporating teacher provided literary criticism.</p>	<p>Approximately 8 weeks</p> <p>Summer Homework (2-3 weeks)</p> <p><i>Literature activities:</i></p> <ol style="list-style-type: none"> 1. Socratic seminar 2. Close reading passages <ol style="list-style-type: none"> a. tone b. literary elements <p><i>Writing activities:</i></p> <ol style="list-style-type: none"> 1. Model essay examples 2. Revision activities 3. Essay self-evaluation <p>Novel Unit (5 weeks)</p> <p><i>Literature activities:</i></p> <ol style="list-style-type: none"> 1. Close reading passages <ol style="list-style-type: none"> a. diction b. syntax 3. Webquest 4. Text connections to society today 5. Poetry analysis “Parsley” <p><i>Writing activities:</i></p> <ol style="list-style-type: none"> 1. Character narrative 2. On demand synthesis essay 	<p>As a final unit assessment, students will complete a literary analysis essay from the novel <i>In the Time of the Butterflies</i> or a related text. This assessment will require students to complete all steps of the writing process.</p>	RL1A, RL1D, W2A, W3A

<p>Semester 1</p>	<p>This unit focuses on the human experience, in particular, both the internal and external struggles that people face. Students additionally will focus on the author’s style, text to text connections, and text to world connections. This unit has been designed around the novel <i>The Kite Runner</i>, but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section.</p> <p>Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, analysis of language in relationship to the work as a whole, and A.P. multiple choice assessments.</p>	<p>Approximately 5 weeks</p> <p><i>Nonfiction activities:</i></p> <ol style="list-style-type: none"> 1. Pre-reading research on novel topics 2. Geography activity 3. Kite fighting video 4. Text connections to society today 5. Nonfiction articles/essays relating to the novel 6. Evaluate and connect the novel to a historical speech or document <p><i>Literature activities:</i></p> <ol style="list-style-type: none"> 1. Reader Response journal 2. Multiple choice activities <ol style="list-style-type: none"> a. Applied Practice b. Jigsaw <p><i>Writing activities:</i></p> <ol style="list-style-type: none"> 1. Literary analysis essays 	<p>Students will complete an A.P. multiple choice style assessment on a close reading.</p>	<p>RL1A, RL1D, RL2A, RL2B, RL2C, RL2D</p>
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<p>Semester 1</p>	<p>This unit focuses on the impact of social media on our society. This unit has been designed around students reading, analyzing, and evaluating a variety of nonfiction texts using SOAPStone.</p> <p>Throughout the unit, students will take part in a variety of activities to foster discussion, close reading, analysis of print media, evaluation of online sources, and synthesis writing.</p>	<p>Approximately 3 weeks</p> <p><i>Nonfiction reading activities:</i></p> <ol style="list-style-type: none"> 1. SOAPStone <ol style="list-style-type: none"> a. nonfiction articles b. editorials 2. Evaluate political cartoons 3. Evaluate text features of social media sites 4. Socratic seminar 5. Evaluating and annotating sources lesson <ol style="list-style-type: none"> a. partner activity b. independent activity <p><i>Writing activities:</i></p> <ol style="list-style-type: none"> 1. Review synthesis essay guidelines. 	<p>As a final unit assessment, students will write a synthesis essay.</p>	<p>W1A, W2A, W3A, RI1A, RI2B, RI2D</p>
<p>Semester 2</p>	<p>This unit focuses on rhetoric. It has not been designed around a particular text but, <i>Animal Farm</i>, or the play, <i>Julius Caesar</i>, would be an appropriate supplemental text for the unit.</p> <p>Throughout the unit, students will take part in a variety of activities to foster discussion, analysis of rhetorical devices in both fiction and nonfiction, and a rhetorical analysis writing.</p>	<p>Approximately 8 weeks</p> <p><i>Literature activities:</i></p> <ol style="list-style-type: none"> 1. Identify, analyze, and evaluate rhetorical devices in the text. 2. Applied practice <p><i>Nonfiction activities</i></p> <ol style="list-style-type: none"> 1. Analyze advertisements 2. Analyze and evaluate rhetorical devices in an oral speech. <p><i>Writing activities:</i></p> <ol style="list-style-type: none"> 1. On demand rhetorical analysis essay 	<p>Students will deliver a speech using rhetorical devices in order to effectively persuade an audience.</p>	<p>W1A, W2A, W3A, SL2A, SL2B</p>

<p>Semester 2</p>	<p>This unit focuses on decisions, in particular, evaluating and synthesizing information while completing a research project. There is no specified novel associated with this unit. Rather, the unit resources section references a variety of texts.</p> <p>Throughout the unit students will identify a topic, evaluate the topic through the course of a novel, conduct research, and complete an annotated bibliography.</p>	<p>Approximately 5 weeks</p> <p><i>Literature activities:</i></p> <ol style="list-style-type: none"> 1. Novel annotation <p><i>Nonfiction activities:</i></p> <ol style="list-style-type: none"> 1. Background/research activities 2. MLA format lesson 	<p>Unit Assessment: Students will identify a research topic/question in response to a novel. Students will conduct research and complete a properly formatted annotated bibliography.</p> <p>Final Exam Performance Event: Students write an on-demand argumentative essay.</p>	<p>RL1A, RL1D, RI1A, RI1D, RI3B, W2A, W3A, ISTE-S1a, ISTE-S3a, ISTE-S3b, ISTE-S3c, ISTE-S3d, ISTE-S4a, ISTE-S4c</p>
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Content Area: English	Course: English II Pre AP	UNIT: Roles and Relationships (Unit A)
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<p>Unit Description:</p> <p>This unit focuses on roles and relationships, in particular, multiple points of view/perspectives. Students will additionally focus on author’s style including his/her use of specific diction, syntax, tone and figurative language for a broader purpose. This unit has been designed around the novel <i>In the Time of the Butterflies</i>, but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section.</p> <p>Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, and analysis of language in relationship to the work as a whole while incorporating teacher provided literary criticism. Open link for summer homework sample.</p>	<p>Unit Timeline: Approximately 8 weeks</p>
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DESIRED Results
<p>Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as culturally literate collaborative members of society.</p>

Understandings – *students will understand*

1. the English language has many nuances dependent on both denotation and connotation.
2. various genres (poetry, art, informational texts) and how they communicate similar themes.
3. authors’ choices and how they affect the meaning and interpretation of their works.
4. how figurative language, diction, syntax and tone contribute to the overall meaning of the text.
5. the characteristics of an expository text.
6. writing is a process which includes brainstorming, drafting, editing, and publishing.

<p>Essential Questions: What roles do we play in society?</p>
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Students will know/understand...	Standard	Students Will Be Able to.....	Standard
Reading Literature			
That they should use information in the text to draw conclusions and make inferences	RL1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.	RL1D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	RL1D
The difference point of view makes when approaching texts from various cultures.	RL2B	Analyze how point of view is reflected in the characters, setting, and plot.	RL2B
Characters can change over the course of a story, and this can impact the plot and theme of the story.	RL2D	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	RL2D
The author’s word choices and syntax affect the tone and meaning of the story.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C
That multiple texts can give multiple perspectives on historical events.	RL3C	Analyze how multiple texts reflect historical and/or cultural contexts.	RL3C
Reading Informational Texts			
The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A

The definitions of figurative language, including simile, metaphor, hyperbole, alliteration. The difference between connotative and denotative meanings of words and how word choice affects meaning and tone. Content-specific meanings using context affixes, or reference materials.	RI1B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI1B
The definitions of central idea, supporting ideas, and summary, and how the central idea is supported by other ideas.	RI1D	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	RI1D
Authors are intentional about the structure of ideas in order to effectively convey the overall message, including different types of organizational patterns including problem/solution, cause/effect, chronological, and classification.	RI2A	Analyze how an author’s choices concerning how to structure a text or sequence information impacts the reader.	RI2A
Writing			
Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.	W2A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	W2A
The audience, purpose and task for their writing and review, revise, and edit their work with these elements in mind. a. Writing should be organized. The topic should be introduced, a clear focus should be presented and maintained, and an appropriate conclusion should follow. b. Word choice, syntax, and style are import authorial tools. Students should choose precise language and structure their sentences to enhance meaning.	W3A	Review, revise, and edit writing with consideration for the task, purpose, and audience. a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and demonstrate an awareness of audience by making choices regarding organization and content.	W3A

<ul style="list-style-type: none"> c. Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation. d. Transitions make the writing cohesive. A variety of appropriate transitions should help to clarify relationships, connect ideas, claims, and signal time shifts. e. Technology is an important and useful tool for producing, publishing, and updating writing projects. It is an important tool for working collaboratively, linking to other information, and displaying information in creative ways. 		<ul style="list-style-type: none"> b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. e. 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 	
Speaking and Listening			
<p>What qualities make a good discussion, what the various roles within a team are.</p>	SL1A	<p>Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.</p>	SL1A
<p>What it means to give a thoughtful response to another person, what it means to summarize, and how to verbally resolve differences in point of view.</p>	SL1C	<p>Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p>	SL1C
	ISTE-S2a	<p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p>	

		<p>a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>	
	ISTE-S2b	<p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <p>b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	
	ISTE-S3b	<p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <p>b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	
	ISTE-S3c	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <p>c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>	

	ISTE-3d	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
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EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <u>Description of Assessment Performance Task(s):</u>	<u>R/R Quadrant</u>
3, 4, 6	RL1A, RL1D, W2A, W3A	Students will write an expository, literary analysis essay on the novel, <i>In the Time of Butterflies</i> , or another novel listed in the resources section using one of the provided A.P. prompts . This assessment will require students to complete all steps of the writing process and will be scored using the A.P. scoring guide in the document.	C Critical Thinking

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
5, 6	W3A	1. Teacher instructs students on elements of an effective thesis statement. Teacher places sample student thesis statements around the room. In groups of four students use All Write Round Robin and rotate throughout the room discussing each thesis statement. Each student is responsible for writing a comment in a different colored pen. At the end of the lesson, students revise their own thesis statements, and their group members evaluate them.	Cooperative Learning	C Collab.
6	W3A, ISTE-S2b	2. After receiving their scored summer homework essays, students complete a self-evaluation . Students compose an email to their teacher discussing their strengths,	Setting Objectives	C

		weaknesses, and questions.		Comm.
5	SL1A	3. Students participate in a socratic seminar using Talking Chips over the summer homework novel. Socratic Seminar Scoring Guide	Cooperative Learning	B, D Comm. Collab.
5	RI1A, RI1B, RI1D, W2A, W3A, SL1C, ISTE-S2a, ISTE-S2b, ISTE-S3b, ISTE-S3c, ISTE-3d	4. Students work with a partner (Rally Coach) to complete the In the Time of Butterflies Webquest . Once finished, students post the most interesting piece of information they learned on Padlet, a collaborative bulletin board. Students are responsible for responding to another group's post.	Advance Organizer Cooperative Learning	C Comm. Collab
3, 5, 6	RL1A, RL2B, RL2D, SL1A	5. Before beginning the novel, students are placed in groups of four and assigned a role of one of the sisters. While students read the novel, <i>In the Time of Butterflies</i> , they take notes of important quotations, questions, and observations of their character. Students participate in a fishbowl discussion after Chapter 3 and Chapter 5 .(Appendix A5 and A6)	Cues & Questions	B, D Comm.
3, 4, 5	RL1A, RL1D, RL2B, RL2D, W2A, SL1A	6. Students complete journal entries for Chapters 6-9 as their assigned character, and discuss them within their groups.	Summarizing & Note Taking	C Critical Thinking Comm.
1, 3, 4	RL1A, RL2B, RL2C, RL2D, SL1A	7. Students will be introduced to diction and syntax by looking at quotations using the LEAD strategy from a variety of novels and matching them to the appropriate type and level of diction. Within their groups of four, one set of partners will revisit Chapters 3-4, the other set will revisit Chapters 5-6 identifying specific examples of diction and contrast them between the two sisters. Groups will meet to share their findings.	Providing Practice	C Collab.
1, 3, 4, 5	RL1A, RL2B,	8. After reading background information , students will listen to the poem "Parsley" and the interview with the author Rita Dove. In their groups each student is assigned a	Cooperative	C

	RL2C, RL2D, SL1A	particular role in order to analyze the poem . Students become experts within their role and participate in a jigsaw activity. (Appendix A9-A12)	Learning	Critical Thinking Collab
2, 3, 4	RI1A, RI1B, RI1D, RI2A, ISTE-S3b ISTE-S3c	9. Students will read and annotate " The Circle of Governments " by Machiavelli. The teacher will model by annotating the introduction for the students. Students will independently annotate each section and stop and summarize the text using a graphic organizer . Students use their Smartphones to look up and define unknown words.	Summarizing & Note Taking	C Critical Thinking
2, 3, 5, 6	W2A, W3A, ISTE-S2a, ISTE-S2b	10. Students will complete the graphic organizer to develop their argument on "The Circle of Governments" and <i>In the Time of Butterflies</i> . Students complete an argumentative writing posting it on a site such as Schoology or Turnitin. Students must read and comment on two of their peers' papers using the attached rubric .	Nonlinguistic Representation	D Critical Thinking
2	RL3C ISTE-S4a	11. Students view the monument painting of the sisters. Students write an analysis comparing the meaning presented in the painting and to a theme in the novel. After analyzing the monument, students will create an Infographic, Google Drawing, poster, PPT, or Prezi that supports the International Day for the Elimination of Violence Against Women which was inspired by the sisters.	Nonlinguistic Representation	C Creativity
1, 4	RL2C, RI1B,	12. Students will participate in a variety of activities designed to introduce, retain, and utilize new types of vocabulary including skill words, in-context vocabulary, and standardized testing vocabulary. Figurative Language Activity	Providing Practice	B Critical Thinking

UNIT RESOURCES

Teacher Resources:

- Socratic Seminars: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>
- Fishbowl: <http://www.edchange.org/multicultural/activities/fishbowl.html>
- Padlet: padlet.com
- Schoology: schoology.com
- Turnitin: turnitin.com

Student Resources:

Novels

- *In the Time of the Butterflies* (fiction)
- *A Raisin in the Sun* (fiction drama)
- *Bless Me Ultima* (fiction)
- *Life of Pi* (fiction)
- *Lord of the Flies* (fiction)
- *Purple Hibiscus* (fiction)
- *So Far From God* (fiction)
- *When I Was Puerto Rican* (fiction)
- *Things Fall Apart* (fiction)
- *Candide* by Voltaire (fiction)

Informational Text

- “The Circle of Governments”

Poetry

- “Parsley”

Media

- Movie *In the Time of the Butterflies*

Vocabulary:

- **alliteration** - the repetition of an initial sound in a line of poetry or in a sentence in prose
- **allusion** - a reference to a person, place, event or thing in history, myth, or another work of literature
- **analogy** - an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*”)
- **analysis** - separating a text or structure into its parts to explain how the parts work together to create a sfic effect or achieve a purpose
- **anecdote** - a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text
- **annotate** - an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- **bias** - the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices
- **book discussions** - small groups of students who gather together to discuss, in depth, a piece of literature. The discussion is guided by students' responses to what they have read. Book discussions provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books.
- **central idea** - a main idea in an informational text
- **character traits** - aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.
- **citation** - a reference which documents the source of a quote, fact, or idea: parenthetical citations are used internally in texts following the information; bibliographic citations are used at the end of texts in lists of works cited or consulted
- **cite** - to identify the source of information, including quotes, facts, statistics, and ideas included in a text

- **close reading** - independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion
- **cohesive devices** - elements that bind writing together; cohesive devices include transitional words and phrases as well as repetition of keywords and —reference words that —point back to ideas in the text
- **compare** - to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities
- **connotation** - attitude and emotional feelings associated with a word or idea
- **contrast** - to explain how things are different
- **conventions** - a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
- **credible** - believable, worthy of confidence; reliable
- **delineate** - describe or list with detail and precision
- **denotation** - a word's literal or dictionary meaning
- **dialect** - the language spoken by the people of a particular place, time or social group
 - **regional dialect**: spoken in a specific geographic region
 - **social dialect**: spoken by members of a specific social group or class
- **dialogue** - discussion between two or more people
- **digital media** - any form of electronic communication: wikis, blogs, nings, digital videos, digital art, YouTube, etc.
- **digital sources** - information published and organized electronically and available over a network, typically the Internet
- **figurative meaning** - non-literal meaning of a word or phrase; usually involves figurative language
- **film techniques** - features of a film, which may include, but are not limited to: lighting, sound, color, camera focus/angles
- **first person** - a point of view in which the narrator participating in the action tells the story
- **fishbowl** - an instructional strategy in which a small group of students engages in a process of discussion while other students surround them to watch and comment on what is taking place in the fishbowl
- **flashback** - literary technique in which the author presents information that happened before the events currently taking place
- **fluency** - knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)
- **focused question** - a query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints
- **folktale** - a story or legend forming part of an oral tradition
- **foreshadow** - literary technique in which the author provides clues to coming events in a narrative
- **formal style** - a style of writing that is less personal and more objective
- **foundational works** - texts associated with the founding of a culture or society, such as well-known government documents, persuasive texts about the founding, and epics about the origins of the culture
- **general academic words/vocabulary** - vocabulary common to written texts but not commonly a part of speech; Tier Two words
- **genre** - categories used to classify text; which may include, but is not limited to: fiction, nonfiction, poetry, drama, informational, fable, folktale, graphic novel, literary nonfiction, memoir
- **hyperbole** - literary technique in which exaggeration is used to convey meaning (e.g., —I've told you a million times.)
- **idiom** - term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., —I am pulling your leg. or —You're skating on thin ice.)
- **illustrate** - provide examples or specific details

- **inference** - a conclusion about the unknown, based on the known
- **informational text** - text designed to convey facts; may employ techniques such as lists, graphs, and charts
- **informative/explanatory** - type of writing which conveys information accurately or which explains a concept or situation
- **interactive writing** - composing a message in which the teacher and students always share the "thinking" and sometimes share the pen (e.g., shared writing, modeled writing, interactive writing)
- **interpretation** - explanation for the meaning of something; a stylistic representation of a creative work or dramatic role
- **irony** - literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters
 - • situational irony involves an occurrence that contradicts the expectations of the reader or audience
 - • verbal irony occurs when a writer or speaker says one thing but means the opposite
 - dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows
- **lesson** - a moral/theme (see theme)
- **linking words** - transition words such as —and, —then, —but; see transitions and temporal words
- **literal language** - the denotative meaning of a word or phrase
- **literary non-fiction** - genre that uses literary styles and techniques (figurative language, imagery, rhetorical devices, etc.) in factually accurate texts. Examples include: biography, food writing, memoir, travel writing, some historical writing, etc.
- **literary techniques** - techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to: euphemism, flashback, foreshadow, hyperbole, idiom, imagery, irony, jargon, metaphor, oxymoron, paradox, personification, satire, simile, slang, symbolism
- **literature-based discussion groups/Literature Circles** - small groups of students who meet to have in-depth conversations regarding their responses to literature read prior to meeting. Through structured discussion and extended written and artistic response, literature-based discussion groups guide students to deeper understandings of the text. Teaching through literature-based discussion is appropriate and effective for elementary, middle and secondary levels.
- **loaded language** - language intended to evoke emotions or to shape attitudes
- **major events** - most significant events in a story
- **memoir** - creative nonfiction in which an author recounts experiences from his or her life
- **mentor text** - text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author
- **metaphor** - literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that *does not* use the connective words —like or —as (e.g., —Love is a rose.)
- **meter** - the pattern of stressed and unstressed syllables in a line of poetry
- **mood**
 - --in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy
 - --in grammar— verb forms used to indicate the speaker’s attitude toward a fact or likelihood of an expressed condition or action e.g., indicative, imperative, subjunctive
- **moral** - message or lesson to be learned from a story or event
- **multimedia** - the combined use of several media (e.g., Internet, video, audio, textual, graphic)
- **multiple accounts** - sources including both first and second hand accounts

- **narrative** - writing that relates a story, personal experience
- **narrator** - the person telling a story; narrative viewpoints include
 - first person, third-person, omniscient third-person limited
- **non-literal language** - language that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought; figurative language
- **nuance** - subtle differences or shades of meaning
- **opinion** - a statement of personal belief, attitude, or preference. In the MLSE, opinion is a precursor to argumentation.
- **organizational strategy** - an approach to organizing the ideas and specifics in a text; examples include definition, classification, compare/contrast, cause/effect, chronological, exposition
- **organizational structure** - organizational strategies which may include but are not limited to: definition
- classification exposition description
- **oxymoron** - a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp)
- **pacing** - a time manipulation technique used in literary text
- **paired reading** - a during reading strategy where students take turns reading aloud and providing feedback to each other; pairs can have the same reading ability or may include a more fluent reader with one who is less fluent
- **paradox** - a statement or proposition that seems self-contradictory but expresses a truth
- **parallel plots** - plots with related story lines that merge in the end
- **parallel structure** - deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession
- **passive voice** - writing in which the subject of the sentence receives the action of the verb
- **passive voice** - The cake was decorated by my sister. **active voice** - the subject performs the action of the verb —My sister decorated the cake.
- **personification** - literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., —a happy home)
- **perspective** - position from which something is considered or evaluated; standpoint
- **plagiarism** - presenting someone else’s work or ideas as your own
- **plot** - the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
- **point of view** - chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character)
- **pre-writing/planning** - a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing
- **premise** - an assertion which forms the basis for an argument, work or theory
- **primary source** - original materials that have not been filtered through interpretation or evaluation
- **production/publishing** - a step in the writing process in which the writer composes the text and presents it to the intended audience.
- **progress monitoring** - used to estimate the rate of improvement, find those students who are not making improvement, and determine which teaching strategies are more or less effective for students.
- **prose** - ordinary speech or writing without metrical structure
- **proverb** - short expressions of popular wisdom (e.g., —All good things come to those who wait.)

- **purpose** - the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue
- **quantitative** - presentation of information using numerical data
- **questioning** - a reading comprehension strategy used before, during and after reading in which the teacher and students can pose questions at literal, inferential and evaluative levels.
- **quote** - to restate, word for word, a portion of a text; a written quote requires quotation marks
- **reading strategies** - approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text
- **reading workshop** - a structure for teaching and learning that ensures opportunities for all students to learn, includes four settings for learning—whole group, small group, one-on-one, and independent. The workshop is based on an apprenticeship model where the teacher is the craftsman and provides the model of how a reader successfully engages with print; the learner is the apprentice and observes and then applies what has been observed.
- **reasons** - explanations or justifications for beliefs.
- **recount** - retell in one's own words
- **reflection** - to think about and write or speak one's views in response to a text, presentation, or experience
- **regular beats** - a consistent rhythmic pattern or meter; usually found in poetry
- **resolution** - a conclusion that resolves the conflicts or issues presented in a text
- **retell** - a comprehension strategy in which a student recounts story details more specifically than a summary.
- **revising** - a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.
- **root** - a unit of meaning from which words can be made by the addition of prefixes, suffixes or other modifications
- **satire** - literary technique that expresses a critical attitude with humor
- **scaffolding** - process whereby adults help children learn by supporting their thinking as they attempt to solve problems or discover principles
- **scene** - division of a drama or film, usually representing what passes between certain of the actors in one place or setting
- **schema** - reader's prior knowledge including experiences and attitudes which influences the way and depth to which the new information is understood
- **second-hand account** - derived from what is primary or original; not firsthand; (e.g., reading or hearing about an event is second-hand) *in later grades, referred to as secondary source
- **secondary source** - information created after an event or period of study by someone who did not experience the events
- **seminal documents** - well-known writings that depict the core values and issues central to a culture and that influence subsequent texts composed in that culture
- **sensory language** - language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells
- **setting** - geographic location and time period of a story
- **simile** - literary technique in which two unlike things in different classes are compared, using the words —like or —as (e.g., —Ice is smooth as glass.)
- **stanza** - division of a poem consisting of a series of lines arranged together
- **style** - a speaker or writer's particular use of language; manner of expression. A formal style uses standard formal English.

- **summary** - an objective restatement of the essential ideas or major points in a text
- **suspense** - a quality in a text that arouses expectation or uncertainty about what may happen
- **syntax** - the arrangement of phrases and clauses to convey meaning
- **synthesize** - integrate a number of ideas, pieces of information or data into a coherent whole
- **technical meaning** - literal or denotative meaning
- **temporal words** - words referring to time (e.g., first, second, last, before)
- **text features** - parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)
- **text structure** - framework, organization or overall design of a work; examples include, but are not limited to: compare/contrast, cause/effect, chronological, problem/solution
- **text types/writing types** - The MLSE identifies three types of writing:
 - **--argument-** a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.
 - **--informational/explanatory** - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.
 - **--narrative** - conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.
- **textual evidence** - specific support found in a text; see evidence
- **theme** - the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text.
- **thesis** - the major claim made and supported in a text
- **think aloud** - an instructional strategy that models thought processes and problem solving in all content areas. In a think aloud the teacher and/or students verbalize what they are thinking when they encounter difficult or confusing material as they read, write, or speak.
- **tone** - a writer’s or speaker’s attitude toward the material or audience
- **trace** - to ascertain the successive stages in the development or progress (e.g., tracing the life cycle of an insect)
- **transitions** - devices or words in a text that smoothly connect two topics or sections to each other
- **understatement** - presenting something as less important than it actually is
- **usage** - the way in which words and phrases are typically used in speech or writing; usage, unlike the grammar of a language, changes continually over time
- **validity** - message that is relevant, accurate, justifiable, and logically correct
- **verse** - single line of poetry
- **vocabulary** - words one can understand and use correctly; vocabulary is developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring; providing opportunities for wide reading; and providing direct instruction of vocabulary critical to understanding content-area concepts.
- **voice** - distinctive tone or style of a particular writer; a reflection of the personality of the writer

AP Vocabulary

- **allegory** - The device of using character and/or story elements symbolically to represent an abstraction in addition to the literal meaning. In some

allegories, for example, an author may intend the characters to personify an abstraction like hope or freedom. The allegorical meaning usually deals with moral truth or a generalization about human existence.

- **cliché** - a trite, stereotyped expression; a sentence or phrase, usually expressing a popular or common thought or idea, that has lost originality, ingenuity, and impact by long overuse.
- **conceit** - A fanciful expression, usually in the form of an extended metaphor or surprising analogy between seemingly dissimilar objects. A conceit displays intellectual cleverness as a result of the unusual comparison being made.
- **diction** - Related to style, diction refers to the writer's word choices, especially with regard to their correctness, clearness, or effectiveness. For the AP exam, you should be able to describe an author's diction (for example, formal or informal, ornate or plain) and understand the ways in which diction can complement the author's purpose. Diction, combined with syntax, figurative language, literary devices, etc., creates an author's style.
- **ellipsis** - the act of leaving out one or more words that are not necessary for a phrase to be understood.
- **epiphany** - a literary work or section of a work presenting, usually symbolically, such a moment of revelation and insight.
- **eulogy** - a speech or writing in praise of a person or thing, especially a set oration in honor of a deceased person.
- **jargon** - the language, especially the vocabulary, peculiar to a particular trade, profession, or group:
- **juxtaposition** - an act or instance of placing close together or side by side, especially for comparison or contrast.
- **omniscient narrator** - narrator has access to all the actions and thoughts within fiction
- **parable** - a short allegorical story designed to illustrate or teach some truth, religious principle, or moral lesson.
- **sarcasm** - From the Greek meaning "to tear flesh," sarcasm involves bitter, caustic language that is meant to hurt or ridicule someone or something. It may use irony as a device, but not all ironic statements are sarcastic (that is, intended to ridicule). When well done, sarcasm can be witty and insightful; when poorly done, it is simply cruel.
- **structure** - the relationship or organization of the component parts of a work of art or literature.
- **tragedy** - a dramatic composition, often in verse, dealing with a serious or somber theme, typically that of a great person destined through a flaw of character or conflict with some overpowering force, as fate or society, to downfall or destruction.

Content Area: English	Course: English II Pre AP	UNIT: Human Struggle (Unit B)
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<p>This unit focuses on the human experience, in particular, both the internal and external struggles that people face. Students additionally will focus on the author’s style, text to text connections, and text to world connections. This unit has been designed around the novel <i>The Kite Runner</i>; but there are numerous other readings that would be appropriate to substitute in place of this text and are listed in the unit resources section.</p> <p>Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, analysis of language in relationship to the work as a whole, and A.P. multiple choice assessments.</p>	<p>Unit Timeline: 5 weeks</p>
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DESIRED Results

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as culturally literate collaborative members of society.

Understandings – students will understand

1. inferences involve using clues from a text to draw a conclusion.
2. elements of fiction including figurative language, characterization, plot, conflict and theme throughout the course of the text and other literary elements.
3. themes of different texts can often be related to current events.
4. similar themes can be conveyed through a variety of mediums and genres.
5. verbal discussion can lead to a deeper understanding of texts.
6. various test-taking strategies and how they can help answer multiple choice style questions.
7. various summarizing strategies and how they can help achieve a deeper understanding of complex texts.

Essential Questions: How do struggles shape who we are and who we become?

Students will know/understand...	Standard	Students will be able to...	Standard
Reading Literature			
That they should use information in the text to draw conclusions and make inferences.	RL1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.	RL1B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL1B
The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.	RL1D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	RL1D
The structure of a text, the order of events, and the manipulation of time by the author influence their reading.	RL2A	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	RL2A
The difference point of view makes when approaching texts from various cultures.	RL2B	Analyze how point of view is reflected in the characters, setting, and plot.	RL2B
The author's word choices and syntax affect the tone and meaning of the story.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C
Reading Informational Texts			
The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A

The definitions of figurative language, including simile, metaphor, hyperbole, alliteration. The difference between connotative and denotative meanings of words and how word choice affects meaning and tone. Content-specific meanings using context affixes, or reference materials.	RI1B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI1B
The characteristics of different mediums (e.g. print or digital text, video, multimedia), as well as the definitions of medium, print, digital text, and video.	RI3A	Analyze how similar ideas or topics are portrayed in different media formats.	RI3A
Writing			
Writers will develop a research question and adjust it as necessary. Writers will research their question by gathering information from multiple credible and reliable sources. Writers will be able to organize their research in a well developed essay without plagiarizing. Writers will be able to correctly cite sources both in text and in a bibliography.	W1A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	W1A
Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.	W2A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	W2A
The audience, purpose and task for their writing and review, revise, and edit their work with these elements in mind. <ul style="list-style-type: none"> a. Writing should be organized. The topic should be introduced, a clear focus should be presented and maintained, and an appropriate conclusion should follow. b. Word choice, syntax, and style are important authorial tools. Students should choose precise 	W3A	Review, revise, and edit writing with consideration for the task, purpose, and audience. <ul style="list-style-type: none"> a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content. 	W3A

<p>language and structure their sentences to enhance meaning.</p> <p>c. Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation.</p> <p>d. Transitions make the writing cohesive. A variety of appropriate transitions should help to clarify relationships, connect ideas, claims, and signal time shifts.</p> <p>e. Technology is an important and useful tool for producing, publishing, and updating writing projects. It is an important tool for working collaboratively, linking to other information, and displaying information in creative ways.</p>		<p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.</p> <p>e. 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</p>	
Speaking and Listening			
<p>What qualities make a good discussion, what the various roles within a team are.</p>	SL1A	<p>Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.</p>	SL1A
<p>What it means to give a thoughtful response to another person, what it means to summarize, and how to verbally resolve differences in point of view.</p>	SL1C	<p>Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p>	SL1C
<p>What audible, articulation and pronunciation means and how to avoid verbal filler.</p>	SL2A	<p>Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p>	SL2A

What good eye contact looks like and what effective gestures they can use to help communicate their message.	SL2B	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.	SL2B
The various forms of multimedia they can use to enhance their presentations.	SL2C	Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL2C
	ISTE-S1a	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	ISTE-S1a
	ISTE-S2a	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students: a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	ISTE-S2a
	ISTE-S2b	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	ISTE-S2b

		<p>Students:</p> <ul style="list-style-type: none"> b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. 	
	ISTE-S3a	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <ul style="list-style-type: none"> a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 	ISTE-S3a
	ISTE-S3b	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <ul style="list-style-type: none"> b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 	ISTE-S3b
	ISTE-S3c	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <ul style="list-style-type: none"> c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 	ISTE-S3c
	ISTE-3d	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce</p>	ISTE-3d

		<p>creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <ul style="list-style-type: none"> d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 	
	ISTE-4a	<p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>Students:</p> <ul style="list-style-type: none"> a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 	ISTE-4a

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2, 6	RL1A, RL1D, RL2A, RL2B, RL2C, RL2D	Students will complete an A.P. multiple choice assessment on a cold reading including the use of appropriate annotations. (Appendix B19 and answer key B20).	C Critical Thinking

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 4	RI1A, RI1B, RI3A, W3A, W1A, SL1A, SL2B, SL2C, SL2A, ISTE-S1a, ISTE-S2a, ISTE-S2b, ISTE-S3a, ISTE-S3b, ISTE-S3c, ISTE-3d	1. Students will gain background knowledge regarding the setting of the book by participating in a collaborative activity which focuses on the religion, the geography, the history, and the people. Each group member will be in charge of one element and then present findings to the group. The group will then compile their information and present it to entire class via VoiceThread, Google Slides, or video. (Appendix B1 and B2)	Advance Organizer Cooperative Learning	B Collaboration Communication
2, 3, 7	RL1A,	2. As students are reading, they will complete Cornell double column notes focusing on	Summarizing	C

	RL1B , RL1D, RL2D, RL2C, RL2A, RL2B, W2A , W3A,	different skills for different chapters. Skills for each chapter or chunk of chapters will be self-selected by the student. Students will identify examples of a particular skill with textual citations and then analyze their overall importance. (Appendix B3)	& Note Taking	Critical Thinking
2, 6	RL1A , RL1D, RL2A, RL2B, RL2C, RL2D,	3. Students will practice their multiple choice test taking strategies by taking AP multiple choice type quizzes periodically throughout the book. (Appendix B4) Quiz 1-9 , Key 1-9 , Quiz 10-13 , Key 10-13 , Quiz 14-19 , Key 14-19 , Quiz 20-25 , Key 20-25 .	Providing Practice	C Critical Thinking
1, 2, 3, 7	RL1A , RL1D, RL2A, RL2B, RL2C, RL2D	4. Students will periodically annotate and closely reread small chunks of the text which will be provided by the teacher. Students will then use the annotations rubric to self-score or peer score their annotations. (Appendix B13)	Summarizing & Note Taking Feedback	C Critical Thinking
3, 4	RI1B RI3A, W2A , W3A,	5. Students will analyze a photograph and then write a constructed response addressing why the photograph is an example of juxtaposition. Students will then research to find their own photograph of juxtaposition and post to Google Classroom, Schoology, or a Google+ for discussion (Appendix B13)	Cues & Questions	C Critical Thinking
3, 4	RI1B , RI3A, SL1C, W2A , W3Ab, W3Ac	6. Students will watch a short video about kite fighting in Afghanistan presented by the Wall Street Journal. While watching the video, students will work in groups of four to complete a shared t-chart graphic organizer via Google Docs comparing/contrasting kite flying in the United States to kite fighting in Afghanistan. Students will then use their organizer to write a short response comparing kite flying in the United States to kite fighting in Afghanistan. (Appendix B14)	Identifying Similarities & Differences	C Critical Thinking
1, 2, 3	RL1A , RL2A, RL2B,	7. Students will use a t-chart graphic organizer to explore/analyze an analogy from the text.	Identifying Similarities &	C Critical

	RL2C		Differences	Thinking
1, 2, 3, 5	SL1A, ISTE-2a, ISTE-2b	8. Students will participate in periodic socratic seminars. While one half of the class discusses, the other half responds to the discussion on Todaysmeet. (Appendix B20-rubric for scoring)	Providing Practice	C Communication
1, 3, 5, 7	RI1A , W1A, W2A , SL2A, SL2B, SL2C ISTE-3a, ISTE-3b, ISTE-3c, ISTE-3d, ISTE-4a	9. At the conclusion of the novel, students will select a current event topic that was covered in the novel (child slavery, landmines, orphans, government corruption, etc). Students will then find three credible sources examining this issue. Students will annotate the non-fiction pieces, write a summary of each, and then write an essay of argumentation related to the current event topic. In conjunction with the essay, students will select another medium for presenting their findings/position to the class (Infographic, VoiceThread, etc.). (Appendix B15)	Argumentative Writing	D Critical Thinking Communication
1, 2, 6	RL2C, RI1B	10. Students will participate in a variety of activities designed to introduce, retain, and utilize new types of vocabulary including skill words, in-context vocabulary, and standardized testing vocabulary. (Appendix B22 and B23)	Providing Practice	A Communication

UNIT RESOURCES

Teacher Resources:

- Socratic Seminars: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>
- Prezi: http://prezi.com/x-f1mxiko1su/flavors-of-figurative-language/?utm_campaign=share&utm_medium=copy

Student Resources:

Novels

- *The Kite Runner* (fiction)
- *Lord of the Flies* (fiction)
- *Purple Hibiscus* (fiction)

- *Anna Karenina* by Leo Tolstoy
- *Snow Falling on Cedars* (fiction)

Non Fiction

- *Kaffir Boy* (memoir)
- *The Other Wes Moore* (memoir)

Media

Video Clip: <http://tinyurl.com/ljbl4zu>

Photograph: <http://tinyurl.com/kqf9oyt>

Film: *The Kite Runner*

Vocabulary

- **active voice** - writing in which the subject of the sentence performs the action of the verb —My sister decorated the cake.
- **alliteration** - the repetition of an initial sound in a line of poetry or in a sentence in prose
- **allusion** - a reference to a person, place, event or thing in history, myth, or another work of literature
- **analogy** - an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*”)
- **analysis** - separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose
- **anecdote** - a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text
- **annotate** - an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- **argument** - a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic
- **bias** - the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices
- **book discussions** - small groups of students who gather together to discuss, in depth, a piece of literature. The discussion is guided by students' responses to what they have read. Book discussions provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books.
- **central idea** - a main idea in an informational text
- **central message** - Central message is the main point or essence of the text. Central message becomes theme in the upper grades.
- **character traits** - aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.
- **citation** - a reference which documents the source of a quote, fact, or idea: parenthetical citations are used internally in texts following the information; bibliographic citations are used at the end of texts in lists of works cited or consulted
- **cite** - to identify the source of information, including quotes, facts, statistics, and ideas included in a text
- **close reading** - independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

- **cohesive devices** - elements that bind writing together; cohesive devices include transitional words and phrases as well as repetition of keywords and —reference words that —point back to ideas in the text
- **compare** - to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities
- **connotation** - attitude and emotional feelings associated with a word or idea
- **contrast** - to explain how things are different
- **conventions** - a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
- **credible** - believable, worthy of confidence; reliable
- **delineate** - describe or list with detail and precision
- **denotation** - a word's literal or dictionary meaning
- **dialect** - the language spoken by the people of a particular place, time or social group
 - **regional dialect**: spoken in a specific geographic region
 - **social dialect**: spoken by members of a specific social group or class
- **dialogue** - discussion between two or more people
- **digital media** - any form of electronic communication: wikis, blogs, vlogs, digital videos, digital art, YouTube, etc.
- **digital sources** - information published and organized electronically and available over a network, typically the Internet
- **figurative meaning** - non-literal meaning of a word or phrase; usually involves figurative language
- **first person** - a point of view in which the narrator participating in the action tells the story
- **fishbowl** - an instructional strategy in which a small group of students engages in a process of discussion while other students surround them to watch and comment on what is taking place in the fishbowl
- **flashback** - literary technique in which the author presents information that happened before the events currently taking place
- **fluency** - knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)
- **focused question** - a query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints
- **foreshadow** - literary technique in which the author provides clues to coming events in a narrative
- **formal style** - a style of writing that is less personal and more objective
- **general academic words/vocabulary** - vocabulary common to written texts but not commonly a part of speech; Tier Two words
- **genre** - categories used to classify text; which may include, but is not limited to: fiction, nonfiction, poetry, drama, informational, fable, folktale, graphic novel, literary nonfiction, memoir
- **hyperbole** - literary technique in which exaggeration is used to convey meaning (e.g., —I've told you a million times.)
- **idiom** - term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., —I am pulling your leg. or —You're skating on thin ice.)
- **illustrate** - provide examples or specific details
- **inference** - a conclusion about the unknown, based on the known
- **informational text** - text designed to convey facts; may employ techniques such as lists, graphs, and charts
- **informative/explanatory** - type of writing which conveys information accurately or which explains a concept or situation
- **interactive read aloud** - Teacher reads appropriate, pre-selected texts aloud to students while modeling fluent, expressive reading. Students are invited to interact with the teacher and/or other students.

- **interactive writing** - composing a message in which the teacher and students always share the "thinking" and sometimes share the pen (e.g., shared writing, modeled writing, interactive writing)
- **interpretation** - explanation for the meaning of something; a stylistic representation of a creative work or dramatic role
- **irony** - literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters
 - • situational irony involves an occurrence that contradicts the expectations of the reader or audience
 - • verbal irony occurs when a writer or speaker says one thing but means the opposite
 - dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows
- **lesson** - a moral/theme (see theme)
- **linking words** - transition words such as —and, —then, —but; see transitions and temporal words
- **literal language** - the denotative meaning of a word or phrase
- **literary non-fiction** - genre that uses literary styles and techniques (figurative language, imagery, rhetorical devices, etc.) in factually accurate texts. Examples include: biography, food writing, memoir, travel writing, some historical writing, etc.
- **literary techniques** - techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to: euphemism, flashback, foreshadow, hyperbole, idiom, imagery, irony, jargon, metaphor, oxymoron, paradox, personification, satire, simile, slang, symbolism
- **literature-based discussion groups/Literature Circles** - small groups of students who meet to have in-depth conversations regarding their responses to literature read prior to meeting. Through structured discussion and extended written and artistic response, literature-based discussion groups guide students to deeper understandings of the text. Teaching through literature-based discussion is appropriate and effective for elementary, middle and secondary levels.
- **loaded language** - language intended to evoke emotions or to shape attitudes
- **major events** - most significant events in a story
- **memoir** - creative nonfiction in which an author recounts experiences from his or her life
- **mentor text** - text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author
- **metaphor** - literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that *does not* use the connective words —like or —as (e.g., —Love is a rose.)
- **meter** - the pattern of stressed and unstressed syllables in a line of poetry
- **mood**
 - --in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy
 - --in grammar— verb forms used to indicate the speaker’s attitude toward a fact or likelihood of an expressed condition or action e.g., indicative, imperative, subjunctive
- **moral** - message or lesson to be learned from a story or event
- **multimedia** - the combined use of several media (e.g., Internet, video, audio, textual, graphic)
- **multiple accounts** - sources including both first and second hand accounts
- **narrator** - the person telling a story; narrative viewpoints include
 - first person, third-person, omniscient third-person limited
- **non-literal language** - language that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought;

figurative language

- **nuance** - subtle differences or shades of meaning
- **opinion** - a statement of personal belief, attitude, or preference. In the MLSE, opinion is a precursor to argumentation.
- **organizational strategy** - an approach to organizing the ideas and specifics in a text; examples include definition, classification, compare/contrast, cause/effect, chronological, exposition
- **organizational structure** - organizational strategies which may include but are not limited to: definition
- classification exposition description
- **oxymoron** - a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp)
- **pacing** - a time manipulation technique used in literary text
- **paired reading** - a during reading strategy where students take turns reading aloud and providing feedback to each other; pairs can have the same reading ability or may include a more fluent reader with one who is less fluent
- **paradox** - a statement or proposition that seems self-contradictory but expresses a truth
- **parallel plots** - plots with related story lines that merge in the end
- **parallel structure** - deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession
- **passive voice** - writing in which the subject of the sentence receives the action of the verb
- **passive voice** - The cake was decorated by my sister. **active voice** - the subject performs the action of the verb —My sister decorated the cake.
- **personification** - literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., —a happy home)
- **perspective** - position from which something is considered or evaluated; standpoint
- **plagiarism** - presenting someone else's work or ideas as your own
- **plot** - the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
- **point of view** - chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character
- **pre-writing/planning** - a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing
- **premise** - an assertion which forms the basis for an argument, work or theory
- **primary source** - original materials that have not been filtered through interpretation or evaluation
- **production/publishing** - a step in the writing process in which the writer composes the text and presents it to the intended audience.
- **progress monitoring** - used to estimate the rate of improvement, find those students who are not making improvement, and determine which teaching strategies are more or less effective for students.
- **prose** - ordinary speech or writing without metrical structure
- **proverb** - short expressions of popular wisdom (e.g., —All good things come to those who wait.)
- **pun** - a play on two words similar in sound but different in meaning
- **purpose** - the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue
- **quantitative** - presentation of information using numerical data
- **questioning** - a reading comprehension strategy used before, during and after reading in which the teacher and students can pose questions at literal,

inferential and evaluative levels.

- **quote** - to restate, word for word, a portion of a text; a written quote requires quotation marks
- **reading strategies** - approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text
- **reading workshop** - a structure for teaching and learning that ensures opportunities for all students to learn, includes four settings for learning—whole group, small group, one-on-one, and independent. The workshop is based on an apprenticeship model where the teacher is the craftsperson and provides the model of how a reader successfully engages with print; the learner is the apprentice and observes and then applies what has been observed.
- **reasons** - explanations or justifications for beliefs.
- **recount** - retell in one's own words
- **reflection** - to think about and write or speak one's views in response to a text, presentation, or experience
- **resolution** - a conclusion that resolves the conflicts or issues presented in a text
- **retell** - a comprehension strategy in which a student recounts story details more specifically than a summary.
- **revising** - a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.
- **root** - a unit of meaning from which words can be made by the addition of prefixes, suffixes or other modifications
- **scaffolding** - process whereby adults help children learn by supporting their thinking as they attempt to solve problems or discover principles
- **scene** - division of a drama or film, usually representing what passes between certain of the actors in one place or setting
- **schema** - reader's prior knowledge including experiences and attitudes which influences the way and depth to which the new information is understood
- **script** - written version of a drama or film used in preparing for a performance
- **secondary source** - information created after an event or period of study by someone who did not experience the events
- **sensory language** - language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells
- **setting** - geographic location and time period of a story
- **simile** - literary technique in which two unlike things in different classes are compared, using the words —like or —as (e.g., —Ice is smooth as glass.)
- **style** - a speaker or writer's particular use of language; manner of expression. A formal style uses standard formal English.
- **summary** - an objective restatement of the essential ideas or major points in a text
- **suspense** - a quality in a text that arouses expectation or uncertainty about what may happen
- **syntax** - the arrangement of phrases and clauses to convey meaning
- **synthesize** - integrate a number of ideas, pieces of information or data into a coherent whole
- **technical meaning** - literal or denotative meaning
- **temporal words** - words referring to time (e.g., first, second, last, before)
- **text features** - parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)
- **text structure** - framework, organization or overall design of a work; examples include, but are not limited to: compare/contrast, cause/effect,

chronological, problem/solution

- **text types/writing types** - The MLSE identifies three types of writing:
 - **--argument-** a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.
 - **--informational/explanatory** - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.
 - **--narrative** - conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.
- **textual evidence** - specific support found in a text; see evidence
- **theme** - the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the MLSE at lower grades, central message refers to main point or essence of the text.
- **thesis** - the major claim made and supported in a text
- **think aloud** - an instructional strategy that models thought processes and problem solving in all content areas. In a think aloud the teacher and/or students verbalize what they are thinking when they encounter difficult or confusing material as they read, write, or speak.
- **tone** - a writer's or speaker's attitude toward the material or audience
- **trace** - to ascertain the successive stages in the development or progress (e.g., tracing the life cycle of an insect)
- **transitions** - devices or words in a text that smoothly connect two topics or sections to each other
- **understatement** - presenting something as less important than it actually is
- **usage** - the way in which words and phrases are typically used in speech or writing; usage, unlike the grammar of a language, changes continually over time
- **validity** - message that is relevant, accurate, justifiable, and logically correct
- **vocabulary** - words one can understand and use correctly; vocabulary is developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring; providing opportunities for wide reading; and providing direct instruction of vocabulary critical to understanding content-area concepts.
- **voice** - distinctive tone or style of a particular writer; a reflection of the personality of the writer

AP Vocabulary

- **allegory** - The device of using character and/or story elements symbolically to represent an abstraction in addition to the literal meaning. In some allegories, for example, an author may intend the characters to personify an abstraction like hope or freedom. The allegorical meaning usually deals with moral truth or a generalization about human existence.
- **cliché** - a trite, stereotyped expression; a sentence or phrase, usually expressing a popular or common thought or idea, that has lost originality, ingenuity, and impact by long overuse.
- **conceit** - A fanciful expression, usually in the form of an extended metaphor or surprising analogy between seemingly dissimilar objects. A conceit displays intellectual cleverness as a result of the unusual comparison being made.
- **diction** - Related to style, diction refers to the writer's word choices, especially with regard to their correctness, clearness, or effectiveness. For the AP exam, you should be able to describe an author's diction (for example, formal or informal, ornate or plain) and understand the ways in which diction can complement the author's purpose. Diction, combined with syntax, figurative language, literary devices, etc., creates an author's style.

- **ellipsis** - the act of leaving out one or more words that are not necessary for a phrase to be understood.
- **epiphany** - a literary work or section of a work presenting, usually symbolically, such a moment of revelation and insight.
- **eulogy** - a speech or writing in praise of a person or thing, especially a set oration in honor of a deceased person.
- **jargon** - the language, especially the vocabulary, peculiar to a particular trade, profession, or group:
- **juxtaposition** - an act or instance of placing close together or side by side, especially for comparison or contrast.
- **narrator** - narrator has access to all the actions and thoughts within fiction
- **parable** - a short allegorical story designed to illustrate or teach some truth, religious principle, or moral lesson.
- **sarcasm** - From the Greek meaning “to tear flesh,” sarcasm involves bitter, caustic language that is meant to hurt or ridicule someone or something. It may use irony as a device, but not all ironic statements are sarcastic (that is, intended to ridicule). When well done, sarcasm can be witty and insightful; when poorly done, it is simply cruel.
- **structure** - the relationship or organization of the component parts of a work of art or literature.
- **tragedy** - a dramatic composition, often in verse, dealing with a serious or somber theme, typically that of a great person destined through a flaw of character or conflict with some overpowering force, as fate or society, to downfall or destruction.

Content Area: English	Course: English II Pre A.P.	UNIT: Synthesis (Unit C)
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<p>Unit Description: This unit focuses on the impact of social media on our society. This unit has been designed around students reading, analyzing, and evaluating a variety of nonfiction texts using SOAPStone.</p> <p>Throughout the unit, students will take part in a variety of activities to foster discussion, close reading, analysis of print media, evaluation of online sources, and synthesis writing.</p>	<p>Unit Timeline: 3 weeks</p>
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DESIRED Results
<p>Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.</p>

Understandings – students will understand

1. various resources can help develop background knowledge which aid in making inferences about a topic of study.
2. perspective and point of view often contribute to the validity of an argument.
3. an author’s use of rhetoric helps develop both the supporting evidence and the central idea.
4. information can be presented similarly or differently in various mediums.
5. discussing and listening to peer viewpoints can greatly impact understanding.

<p>Essential Questions: What role does social media play in your life? How can social media be beneficial and/or detrimental to our sense of self and community?</p>
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Students will know/understand...	Standard	Students will be able to...	Standard
Reading Literature			
That they should use information in the text to draw conclusions and make inferences.	RL1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.	RL1B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL1B
The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.	RL1D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	RL1D
The difference point of view makes when approaching texts from various cultures.	RL2B	Analyze how point of view is reflected in the characters, setting, and plot.	RL2B
Characters can change over the course of a story, and this can impact the plot and theme of the story.	RL2D	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	RL2D
The author's word choices and syntax affect the tone and meaning of the story.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C
That multiple texts can give multiple perspectives on historical events.	RL3C	Analyze how multiple texts reflect historical and/or cultural contexts.	RL3C
Reading Informational Texts			

The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A
The definitions of figurative language, including simile, metaphor, hyperbole, alliteration. The difference between connotative and denotative meanings of words and how word choice affects meaning and tone. Content-specific meanings using context affixes, or reference materials.	RI1B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI1B
Authors are intentional about the structure of ideas in order to effectively convey the overall message, including different types of organizational patterns including problem/solution, cause/effect, chronological, and classification.	RI2A	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.	RI2A
The definitions of the terms perspective, viewpoints, and evidence and how those items affect the text.	RI2B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI2B
How paragraphs are structured and organized, and how one sentence or word affects the overall meaning and tone of a paragraph.	RI2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RI2C
Describe and evaluate arguments, claims, and evidence for relevance and false statements.	RI2D	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI2D
Text from various sources can convey a similar event or topic differently; therefore, they should be compared and contrasted using specific comparison criteria.	RI3B	Evaluate how effectively two or more texts develop similar ideas/topics.	RI3B
Writing			
Writers will develop a research question and adjust it as necessary. Writers will research their question by gathering information from multiple credible and reliable sources. Writers will be able to organize their research	W1A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant,	W1A

<p>in a well developed essay without plagiarizing. Writers will be able to correctly cite sources both in text and in a bibliography.</p>		<p>credible sources, print and digital; integrate information using a standard citation system. 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.</p> <p>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.</p>	
<p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p>	<p>W2A</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>	<p>W2A</p>
<p>The audience, purpose and task for their writing and review, revise, and edit their work with these elements in mind.</p> <ol style="list-style-type: none"> a. Writing should be organized. The topic should be introduced, a clear focus should be presented and maintained, and an appropriate conclusion should follow. b. Word choice, syntax, and style are import authorial tools. Students should choose precise language and structure their sentences to enhance meaning. 	<p>W3A</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ol style="list-style-type: none"> a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and demonstrate an awareness of audience by making choices regarding 	<p>W3A</p>

<ul style="list-style-type: none"> c. Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation. d. Transitions make the writing cohesive. A variety of appropriate transitions should help to clarify relationships, connect ideas, claims, and signal time shifts. e. Technology is an important and useful tool for producing, publishing, and updating writing projects. It is an important tool for working collaboratively, linking to other information, and displaying information in creative ways. 		<ul style="list-style-type: none"> organization and content. b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. e. 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 	
Speaking and Listening			
<p>What qualities make a good discussion, what the various roles within a team are.</p>	SL1A	<p>Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.</p>	SL1A
<p>What it means to give a thoughtful response to another person, what it means to summarize, and how to verbally resolve differences in point of view.</p>	SL1C	<p>Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.</p>	SL1C
<p>What audible, articulation and pronunciation means and how to avoid verbal filler.</p>	SL2A	<p>Speak audibly, and to the point, using conventions of language as appropriate to</p>	SL2A

		task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	
What good eye contact looks like and what effective gestures they can use to help communicate their message	SL2B	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.	SL2B
	ISTE-S1a	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: <ul style="list-style-type: none"> a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 	ISTE-S1a
	ISTE-S2a	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students: <ul style="list-style-type: none"> a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 	ISTE-S2a
	ISTE-S2b	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world,	ISTE-S2b

		and they act and model in ways that are safe, legal and ethical. Students: b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	
	ISTE-S3b	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	ISTE-S3b
	ISTE-S3c	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	ISTE-S3c
	ISTE-S3d	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE-S3d

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s):	<u>R/R Quadrant:</u>
1, 2, 3, 4	RI1A, RI2B, RI2D, W1A, W2A, W3Ab, W3Ac	Students will write a synthesis essay using the provided prompt (Appendix C15-FHSD English II PreAP Unit 3 Performance Event). Teacher will assess: <ol style="list-style-type: none"> 1. Students’ annotations of the sources provided. 2. Students’ synthesis essays. Performance: Mastery: 4	C 21C: Critical Thinking

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> 21C:
1, 5	SL1A, SL2A	1. Students participate in an assumptions wall in which they create a list of the positive and negative effects of social networking sites. They combine to form a small group sharing and discussing their assumptions using a Kagan structure, such as Round Robin. Together, they come to a consensus on the top three positive and negative effects and record their choices on the board. The teacher uses these responses to lead a whole class discussion on the topic.	Cooperative Learning	B Collaboration
1, 5	SL1A, W2A	2. Students complete an anticipation guide responding to opinion-based statements on social media. The teacher reads a statement and students join in similar groups and discuss the reasoning behind their responses. Students select the statement they most agree with and provide evidence and reasoning to support their claim. (Appendix C1)	Advance Organizer	B Communication

1, 5	RI1B, W3A, ISTE-S1a, ISTE-S2a, ISTE-S2b	3. Students use Padlet, a collaborative bulletin board, to individually identify two essential vocabulary terms relating to social media. Students must post the term and the definition. The whole class will determine 10 essential vocabulary terms from the student generated list, and students will complete vocabulary squares for each term. (Appendix C2)	Advance Organizer	B Collaboration
1, 2, 4	RI3B, W1A, ISTE-S3b STE-S3c, ISTE-S3d	4. Students will study images of a Facebook profile, a Twitter page, a Blog, and a Pinterest profile. Students use a comparison matrix to compare and contrast the purpose, function, organizational patterns, and audience appeal of each site based on the various social media platforms. (Appendix C3)	Identifying Similarities & Differences	D Critical Thinking Communication
1, 2, 3, 4, 5	RI1A, RI2B	5. Each student is given a political cartoon relating to the subject of social networking sites in which they identify and explain the purpose and persuasive techniques used by the cartoonist. Students will group with students who analyzed the same political cartoon, and they will compare their responses. Each group will present their analysis to the whole class. Lastly, student groups will work together to create a social networking cartoon via Google Drawing or other program. (Appendix C4 and C5)	Cooperative Learning Nonlinguistic Representation	C Critical Thinking Creativity
1, 2, 3, 4	RI1A, RI2A, RI2B, RI2C, RI2D	6. Students will read three nonfiction texts relating to social media. They will analyze and evaluate the speaker, occasion, audience, purpose, style, and tone of the texts using the SOAPStone graphic organizer. (Appendix C6 and C7)	Nonlinguistic Representation	C Critical Thinking
1, 2, 3, 4, 5	RI1A, RI2A, RI2B, RI2C, RI2D, W2A, SL1A	7. In groups, students will read an editorial on social media. Each group will be given a different editorial. In their small groups, students will analyze and evaluate the speaker using the SOAPStone graphic organizer. Groups will switch editorials, read, and analyze and evaluate the occasion. Groups will continue this process until they have read all of the editorials and completed the SOAPStone graphic organizer. Finally, the students compose an argument on which author presents the most valid and appealing argument by citing a claim, evidence, and reasoning. (Appendix C7 and C8)	Argumentative Writing	C Critical Thinking
1, 3, 4, 5	RL1A, RL1D, SL1A,	8. Students will read the story, “The Machine Stops,” and answer the questions. The teacher will create an online discussion on Today’s Meet, Schoology, Google Classroom, etc. Students will discuss connections in the story to issues with technology and social	Providing Practice	C Critical

	W3A, ISTE-2a, ISTE-2b	media in the world today. As an exit ticket, students will summarize the discussion. (Appendix C9 and C10)		Thinking Communication
1, 2, 4	RI2D, W1A, ISTE-3b, ISTE-3c, ISTE-3d	9. The students will research the purpose and importance of using credible sources. In groups, the students will complete the Evaluating Sites handout looking for sources that relate to the essential question of the unit. (Appendix C11)	Cues & Questions	C Critical Thinking
5	SL1A, SL1C, SL2A, SL2B	10. Students participate in a socratic seminar, responding to the essential question: “What is the impact of social media on our world today?” In preparation for the discussion, student groups will create and distribute an electronic survey (Google Forms) to those outside the classroom to gain an outside perspective on the topic. Also before the seminar, students prepare a detailed response along with discussion questions with their assigned coach. The teacher serves as the discussion leader, while half of the class participates in the discussion, and the other half acts as observers, recorders, and coaches. After 15-20 minutes, the group switches.	Generating & Testing Hypothesis	D Critical Thinking Communication
4	RI1A, RI2A	11. Students are given a model synthesis essay and the synthesis essay handout. Students compare the synthesis essay to the literary analysis essay in order to define the purpose and guidelines of a synthesis essay. This activity leads to teacher instruction on synthesis essay. (Appendix C12 and C13)	Identifying Similarities & Differences	C Critical Thinking
1, 2, 3, 4	RI1A, RI2A, RI2B, RI2C, RI2D	12. In order to prepare for the performance assessment, students are given the sources for the synthesis essay. Students use the guidelines presented in the Evaluated Sources handout to annotate their sources. (Appendix C14)	Summarizing & Note Taking	C Critical Thinking
1, 2	RL2C, RI1B	13. Students will participate in a variety of activities designed to introduce, retain, and utilize new types of vocabulary including skill words, in-context vocabulary, and standardized testing vocabulary. (Appendix C18 and C19)	Cooperative Learning	B Collaboration

UNIT RESOURCES

Teacher Resources:

- Word Wall information (Assumption wall adapted from this idea) <http://olc.spsd.sk.ca/de/pd/instra/strats/wordwall/>
- Padlet--padlet.com
- Todaysmeet--todaysmeet.com

Student Resources:

Non-Fiction

- “How Facebook Use Correlates with Student Outcomes”--<http://learning.blogs.nytimes.com/2011/10/21/q-and-a-how-facebook-usecorrelates-with-student-outcomes/>
- “Tweet a Little Tweet”--<http://learning.blogs.nytimes.com/2008/12/17/tweet-a-little-tweet/>
- “To Share or Not to Share”--<http://learning.blogs.nytimes.com/2009/02/04/to-share-or-not-to-share>
- “Would You Consider Deleting Your Facebook Account?”--<http://learning.blogs.nytimes.com/2011/12/15/would-you-consider-deleting-your-facebook-account/>
- “Resources on Bullying and Cyberbullying”--<http://learning.blogs.com.nytimes.com/2010/06/28/resources-on-bullying-and-cyberbullying/>
- Cagle Political Cartoons Database--<http://www.cagle.com/politicalcartoons/>

Vocabulary:

- **active voice** - writing in which the subject of the sentence performs the action of the verb —My sister decorated the cake.
- **affixes** - a word element (e.g., prefix or suffix) that can only be used when attached to a root or base word
- **allusion** - a reference to a person, place, event or thing in history, myth, or another work of literature
- **analogy** - an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*”)
- **analysis** - separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose
- **anecdote** - a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text
- **annotate** - an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- **argument** - a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic
- **bias** - the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices
- **central idea** - a main idea in an informational text
- **citation** - a reference which documents the source of a quote, fact, or idea: parenthetical citations are used internally in texts following the information; bibliographic citations are used at the end of texts in lists of works cited or consulted
- **cite** - to identify the source of information, including quotes, facts, statistics, and ideas included in a text
- **claim** - an assertion of the truth of something, typically considered as disputed or in doubt
- **close reading** - independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion
- **cohesive devices** - elements that bind writing together; cohesive devices include transitional words and phrases as well as repetition of keywords and —reference words that —point back to ideas in the text

- **compare** - to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities
- **connotation** - attitude and emotional feelings associated with a word or idea
- **contrast** - to explain how things are different
- **conventions** - a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
- **counterclaim** - a claim that negates or disagrees with the thesis/claim
- **credible** - believable, worthy of confidence; reliable
- **delineate** - describe or list with detail and precision
- **denotation** - a word's literal or dictionary meaning
- **digital media** - any form of electronic communication: wikis, blogs, vlogs, digital videos, digital art, YouTube, etc.
- **digital sources** - information published and organized electronically and available over a network, typically the Internet
- **digital text** - text that has been converted to a digital format and can be accessed electronically. Digital text can be searched, rearranged and read aloud by an electronic device.
- **domain-specific words/vocabulary** - vocabulary specific to a particular field of study (domain), such as the human body; Tier Three words
- **drafting** - a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of the writing.
- **editing/proofreading** - a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.
- **essential question** - an overarching question which does not have a specific answer; stimulates thought and provokes additional questions
- **evaluate** - to make a judgment of quality based on evidence
- **evidence** - facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- **fallacious reasoning** - a failure in logic that renders an argument weak or invalid; a misleading or unsound argument
- **figurative language** - word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: adage, euphemism, hyperbole, idiom, metaphor, oxymoron, paradox, personification, pun, simile, symbol
- **figurative meaning** - non-literal meaning of a word or phrase; usually involves figurative language
- **fishbowl** - an instructional strategy in which a small group of students engages in a process of discussion while other students surround them to watch and comment on what is taking place in the fishbowl
- **fluency** - knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)
- **focused question** - a query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints
- **formal style** - a style of writing that is less personal and more objective
- **general academic words/vocabulary** - vocabulary common to written texts but not commonly a part of speech; Tier Two words
- **hyperbole** - literary technique in which exaggeration is used to convey meaning (e.g., —I've told you a million times.)
- **idiom** - term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., —I am pulling your leg. or —You're skating on thin ice.)
- **illustrate** - provide examples or specific details

- **inference** - a conclusion about the unknown, based on the known
- **informational text** - text designed to convey facts; may employ techniques such as lists, graphs, and charts
- **informative/explanatory** - type of writing which conveys information accurately or which explains a concept or situation
- **interpretation** - explanation for the meaning of something; a stylistic representation of a creative work or dramatic role
- **linking words** - transition words such as —and, —then, —but; see transitions and temporal words
- **literal language** - the denotative meaning of a word or phrase
- **literary non-fiction** - genre that uses literary styles and techniques (figurative language, imagery, rhetorical devices, etc.) in factually accurate texts. Examples include: biography, food writing, memoir, travel writing, some historical writing, etc.
- **loaded language** - language intended to evoke emotions or to shape attitudes
- **mentor text** - text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author
- **metaphor** - literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that *does not* use the connective words —like or —as (e.g., —Love is a rose.)
- **nuance** - subtle differences or shades of meaning
- **opinion** - a statement of personal belief, attitude, or preference. In the MLSE, opinion is a precursor to argumentation.
- **organizational strategy** - an approach to organizing the ideas and specifics in a text; examples include definition, classification, compare/contrast, cause/effect, chronological, exposition
- **organizational structure** - organizational strategies which may include but are not limited to: definition
- classification exposition description
- **oxymoron** - a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp)
- **pacing** - a time manipulation technique used in literary text
- **paired reading** - a during reading strategy where students take turns reading aloud and providing feedback to each other; pairs can have the same reading ability or may include a more fluent reader with one who is less fluent
- **paradox** - a statement or proposition that seems self-contradictory but expresses a truth
- **parallel structure** - deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession
- **passive voice** - writing in which the subject of the sentence receives the action of the verb
- **passive voice** - The cake was decorated by my sister. **active voice** - the subject performs the action of the verb —My sister decorated the cake.
- **personification** - literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., —a happy home)
- **perspective** - position from which something is considered or evaluated; standpoint
- **plagiarism** - presenting someone else’s work or ideas as your own
- **pre-writing/planning** - a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing
- **premise** - an assertion which forms the basis for an argument, work or theory
- **primary source** - original materials that have not been filtered through interpretation or evaluation
- **production/publishing** - a step in the writing process in which the writer composes the text and presents it to the intended audience.
- **progress monitoring** - used to estimate the rate of improvement, find those students who are not making improvement, and determine which

teaching strategies are more or less effective for students

- **purpose** - the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue
- **quantitative** - presentation of information using numerical data
- **questioning** - a reading comprehension strategy used before, during and after reading in which the teacher and students can pose questions at literal, inferential and evaluative levels.
- **quote** - to restate, word for word, a portion of a text; a written quote requires quotation marks
- **reflection** - to think about and write or speak one's views in response to a text, presentation, or experience
- **revising** - a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.
- **rhetoric** - the study and practice of effective expression; discourse intended to move an audience to hold a particular viewpoint or take a particular action.
- **rhetorical devices** - literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: allusion, analogy, understatement, parallelism, repetition
- **root** - a unit of meaning from which words can be made by the addition of prefixes, suffixes or other modifications
- **satire** - literary technique that expresses a critical attitude with humor
- **scaffolding** - process whereby adults help children learn by supporting their thinking as they attempt to solve problems or discover principles
- **secondary source** - information created after an event or period of study by someone who did not experience the events
- **seminal documents** - well-known writings that depict the core values and issues central to a culture and that influence subsequent texts composed in that culture
- **simile** - literary technique in which two unlike things in different classes are compared, using the words —like or —as (e.g., —Ice is smooth as glass.)
- **style** - a speaker or writer's particular use of language; manner of expression. A formal style uses standard formal English.
- **summary** - an objective restatement of the essential ideas or major points in a text
- **syntax** - the arrangement of phrases and clauses to convey meaning
- **synthesize** - integrate a number of ideas, pieces of information or data into a coherent whole
- **technical meaning** - literal or denotative meaning
- **text features** - parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)
- **text structure** - framework, organization or overall design of a work; examples include, but are not limited to: compare/contrast, cause/effect, chronological, problem/solution
- **text types/writing types** - The MLSE identifies three types of writing:
 - **--argument-** a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.
 - **--informational/explanatory** - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.
 - **--narrative** - conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.

- **textual evidence** - specific support found in a text; see evidence
- **thesis** - the major claim made and supported in a text
- **tone** - a writer's or speaker's attitude toward the material or audience
- **trace** - to ascertain the successive stages in the development or progress (e.g., tracing the life cycle of an insect)
- **transitions** - devices or words in a text that smoothly connect two topics or sections to each other
- **understatement** - presenting something as less important than it actually is
- **usage** - the way in which words and phrases are typically used in speech or writing; usage, unlike the grammar of a language, changes continually over time
- **validity** - message that is relevant, accurate, justifiable, and logically correct
- **vocabulary** - words one can understand and use correctly; vocabulary is developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring; providing opportunities for wide reading; and providing direct instruction of vocabulary critical to understanding content-area concepts.
- **voice** - distinctive tone or style of a particular writer; a reflection of the personality of the writer

AP Vocabulary

- **anaphora** - A sub-type of parallelism, when the exact repetition of words or phrases at the beginning of successive lines or sentences. MLK used anaphora in his famous "I Have a Dream" speech (1963).
- **apostrophe** - A figure of speech that directly addresses an absent or imaginary person or a personified abstraction, such as liberty or love. It is an address to someone or something that cannot answer. The effect may add familiarity or emotional intensity.
- **cliché** - a trite, stereotyped expression; a sentence or phrase, usually expressing a popular or common thought or idea, that has lost originality, ingenuity, and impact by long overuse.
- **conceit** - A fanciful expression, usually in the form of an extended metaphor or surprising analogy between seemingly dissimilar objects. A conceit displays intellectual cleverness as a result of the unusual comparison being made.
- **diction** - Related to style, diction refers to the writer's word choices, especially with regard to their correctness, clearness, or effectiveness. For the AP exam, you should be able to describe an author's diction (for example, formal or informal, ornate or plain) and understand the ways in which diction can complement the author's purpose. Diction, combined with syntax, figurative language, literary devices, etc., creates an author's style.
- **ellipsis** - the act of leaving out one or more words that are not necessary for a phrase to be understood.
- **jargon** - the language, especially the vocabulary, peculiar to a particular trade, profession, or group:
- **juxtaposition** - an act or instance of placing close together or side by side, especially for comparison or contrast.
- **structure** - the relationship or organization of the component parts of a work of art or literature.

Content Area: English	Course: English II	UNIT: Rhetoric (D)
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<p>Unit Description:</p> <p>This unit focuses on rhetoric. It is not designed around a particular text but <i>Animal Farm</i>, or the play, <i>Julius Caesar</i>, would be appropriate supplemental texts for the unit.</p> <p>Throughout the unit, students will take part in a variety of activities to foster discussion, analysis of rhetorical devices in both fiction and nonfiction, and a rhetorical analysis speech.</p>	<p>Unit Timeline: 8 weeks</p>
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DESIRED RESULTS

Transfer Goal
 Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural, literate, collaborative members of society.

Understandings-- Students will understand

1. how the use of rhetorical devices can be a powerful persuasive tool.
2. writing process is a process that involves brainstorming, drafting, editing and publishing.
3. quality research involves distinguishing credible sources from those with fallacious reasoning.
4. there are a multitude of strategies that can be used to understand the specific characteristics of informational texts.
5. appropriate ways to search and organize research into writing.
7. writers/speakers are intentional about the way they organize information and that this organization impacts the overall purpose.

Essential Questions:
 How can language be a powerful tool? In what ways can rhetorical devices aid a writer in communicating their ideas on a specific issue? How can persuasive pieces serve as a vehicle for social change?

Students will know/understand...	Standard	Students will be able to...	Standard
Reading Literature			
That they should use information in the text to draw conclusions and make inferences.	RL1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.	RL1D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	RL1D
The structure of a text, the order of events, and the manipulation of time by the author influence their reading	RL2A	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	RL2A
The author's word choices and syntax affect the tone and meaning of the story.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C
Characters can change over the course of a story, and this can impact the plot and theme of the story.	RL2D	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	RL2D
Reading Informational Texts			
The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A
The definitions of figurative language, including simile, metaphor, hyperbole, alliteration. The difference between connotative and	RI1B	Determine the meaning of words and phrases as they are used in the text,	RI1B

denotative meanings of words and how word choice affects meaning and tone. Content-specific meanings using context affixes, or reference materials.		including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
The definitions of central idea, supporting ideas, and summary, and how the central idea is supported by other ideas.	RI1D	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	RI1D
Authors are intentional about the structure of ideas in order to effectively convey the overall message, including different types of organizational patterns including problem/solution, cause/effect, chronological, and classification.	RI2A	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.	RI2A
The definitions of the terms perspective, viewpoints, and evidence and how those items affect the text.	RI2B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI2B
How paragraphs are structured and organized, and how one sentence or word affects the overall meaning and tone of a paragraph.	RI2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RI2C
Describe and evaluate arguments, claims, and evidence for relevance and false statements.	RI2D	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI2D
Elements of history including both the political atmosphere and the cultural climate impact how text is presented.	RI3C	Analyze how multiple texts reflect the historical and/or cultural contexts.	RI3C
Writing			
Writers will develop a research question and adjust it as necessary. Writers will research their question by gathering information from multiple credible and reliable sources. Writers will be able to organize their research in a well developed essay without plagiarizing. Writers will be able to correctly cite sources both in text and in a bibliography.	W1A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	W1A

<p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p>	<p>W2A</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>	<p>W2A</p>
<p>The audience, purpose and task for their writing and review, revise, and edit their work with these elements in mind.</p> <ol style="list-style-type: none"> a. Writing should be organized. The topic should be introduced, a clear focus should be presented and maintained, and an appropriate conclusion should follow. b. Word choice, syntax, and style are import authorial tools. Students should choose precise language and structure their sentences to enhance meaning. c. Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation. d. Transitions make the writing cohesive. A variety of appropriate transitions should help to clarify relationships, connect ideas, claims, and signal time shifts. e. Technology is an important and useful tool for producing, publishing, and updating writing projects. It is an important tool for working collaboratively, linking to other information, and displaying information in creative ways. 	<p>W3A</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ol style="list-style-type: none"> a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and demonstrate an awareness of audience by making choices regarding organization and content. b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. e. 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 	<p>W3A</p>

		and to display information flexibly and dynamically	
Speaking and Listening			
What qualities make a good discussion, what the various roles within a team are.	SL1A	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.	SL1A
The definition of claim, point of view, evidence and theme as well as ways to include others into a discussion.	SL1B	Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to 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.	SL1B
What it means to give a thoughtful response to another person, what it means to summarize, and how to verbally resolve differences in point of view.	SL1C	Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.	SL1C
What audible, articulation and pronunciation means and how to avoid verbal filler	SL2A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	SL2A
What good eye contact looks like and what effective gestures they can use to help communicate their message.	SL2B	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the	SL2B

		audience.	
	ISTE-S1a	<p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <ul style="list-style-type: none"> a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 	ISTE-S1a
	ISTE-S1b	<p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <ul style="list-style-type: none"> b. build networks and customize their learning environments in ways that support the learning process. 	ISTE-S1b
	ISTE-S2a	<p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <ul style="list-style-type: none"> a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 	ISTE-S2a
	ISTE-S2b	<p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <ul style="list-style-type: none"> b. engage in positive, safe, legal and 	ISTE-S2b

		ethical behavior when using technology, including social interactions online or when using networked devices.	
	ISTE-S3a	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	ISTE-S3a
	ISTE-S3b	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	ISTE-S3b
	ISTE-S3c	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	ISTE-S3c
	ISTE-S3d	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful	ISTE-S3d

		learning experiences for themselves and others. Students: <ul style="list-style-type: none"> d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 	
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EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment</u>	<u>R/R Quadrant:</u>
1, 2, 3, 4, 5, 6, 7	W1A, W2A , W3A SL2A, SL2B	Students will select a controversial figure and create a scenario for their figure that fosters a persuasive speech . Students will effectively use rhetorical devices to appeal to their audience. Students are assessed using the linked scoring guide. Student mastery is met when a 3 out of 4 is achieved.	C <u>21C:</u> Critical Thinking

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RI2B, RI2D, W2A	1. As an introduction to the unit, students will be directed to write a letter to a parent or other authority figure in an attempt to gain a specific privilege, and their audience will write a response. The teacher will instruct students on rhetorical devices using the Intro to Persuasion powerpoint. Students go back and label the devices they used in their letter and revise their letter to include a combination of rhetorical devices. (Appendix D1 and D2)	Advance Organizer Setting Objectives	B Communication
1	RI1A, RI1B, RI1D, RI2B, RI2C	2. Students work in groups of 4 using All Write Consensus to label examples of pathos, ethos, and logos. (Appendix D3)	Cooperative Learning	C Critical Thinking Collaboration
1, 4, 7	RI1A, RI1B, RI1D, RI2A, RI2B, RI2C, RI2D, RI3C	3. Students annotate various nonfiction pieces, including U.S. historical documents, for rhetorical devices and create discussion questions to evaluate those devices in small groups. Each student should reach out to an expert on one of the documents and gain insight regarding the devices used. Small groups will evaluate rhetorical devices via discussion questions. (Appendix D4-D6)	Cues & Questions	D Critical Thinking Communication
1, 3, 4, 6	RI1A, RI1B, RI1D, RI2A, RI2B, RI2C, RI2D, W2A,	4. Students select a persuasive speech by a world leader, summarizing and evaluating the rhetorical devices used by the speaker. Students input their speech in Tagxedo, identifying five frequently used words. Students write an analysis evaluating the speaker's word choice. (Appendix D7)	Providing Practice	C Critical Thinking

	ISTE-S1a, ISTE-S2b, ISTE-S3b, ISTE-S3c, ISTE-S3d			
1	SL1A, W3A, ISTE-S1a, ISTE-S1b, ISTE-S2a, ISTE-S2b, ISTE-S3a, ISTE-S3b	5. Each student is assigned an appeal (pathos, ethos, or logos). Students become experts on their appeals by joining students with the same appeal. Students research for examples and create a presentation, using Google Slides, Prezi, VoiceThread, etc. Students participate in a gallery walk reviewing pathos, ethos, and logos and providing feedback on the presentations. (Appendix D8)	Providing Practice Feedback	B Creativity
1, 4	RI1A, RI1B, RI1D, RI2A, RI2B, RI2C, RI2D	6. Students annotate two nonfiction pieces using the rhetorical situation graphic organizer. (Appendix D9 , D10 , D11)	Nonlinguistic Representation	C Critical Thinking
1	RL1A, RL1D, RL2C, W2A, W3A, ISTE-S2a, ISTE-S2b	7. Students compare and analyze poems by identifying and evaluating the rhetorical devices used by the poet. Students write an argumentative CR determining the poet most successful in their use of persuasion. Students post their claims on Padlet, a collaborative online discussion board and comment on two of their peer's responses. (Appendix D12)	Identifying Similarities & Differences Argumentative Writing	C Critical Thinking
1, 4, 7	RI2B, RI2D	8. In groups, students are given a magazine and asked to complete a series of questions intended to help them analyze advertising and persuasive techniques, target audience, types of advertisements, and audience appeal. This activity is designed to bring students to an awareness of the amount of advertising with which they are inundated in their everyday lives. (Appendix D13)	Cues & Questions	D Critical Thinking
1	RI1A,	9. Students complete the CR assessment over the unit. After the assessment, students	Providing	C

	RI1B , RI1D, RI2A, RI2B, RI2C, RI2D, W2A	post answers to an online platform: Google Classroom, Schoology, etc. to view others' responses and post feedback on two other posts. After postings, teacher will summarize common misconceptions and next steps. (Appendix D14)	Practice Feedback	Critical Thinking
1	RL1A , RL1D, RL2A, RL2C, RL2D	10. While students read the novel, <i>Animal Farm</i> , they track and analyze the language and rhetorical devices used throughout the novel via chapter questions. These questions can be answered in a variety of ways: individually prior to a discussion, in pairs, verbally, etc. (Appendix D15)	Cues & Questions	C Critical Thinking
1, 7	W2A , W3A, ISTE-S1b, ISTE-S2a, ISTE-S2b	11. Students select a character from the novel, <i>Animal Farm</i> , and create a persuasive speech from the point of view of their character using rhetorical devices. Students upload their speeches to Voice Thread and comment on two of their peers' speeches. (Appendix D16)	Providing Practice	D Creativity
1	W2A	12. Students complete an argumentative CR over the novel, <i>Animal Farm</i> . (Appendix D17)	Argumentative Writing	C Critical Thinking
1, 7	SL1A	13. Students participate in a socratic seminar over the novel, <i>Animal Farm</i> . (Appendix D18)	Cues & Questions	C Communication
1, 4	RL2C, RI1B	14. Students will participate in a variety of activities designed to introduce, retain, and utilize new types of vocabulary including skill words, in-context vocabulary, and standardized testing vocabulary. (Appendix D22-D24)	Cooperative Learning	B Collaboration

UNIT RESOURCES

Teacher Resources:

- Tagxedo--www.tagxedo.com

- American Rhetoric--www.americanrhetoric.com
- Prezi--www.prezi.com
- Padlet--www.padlet.com

Student Resources:

Novels

- *Julius Caesar* (drama)
- *Animal Farm* (fiction)
- Merchant of Venice (drama)
- Antigone (fiction)

Non-Fiction

- John F. Kennedy “We Choose to Go to the Moon”
- Princess Diana “Responding to Landmines: A Modern Tragedy and its Solutions”
- Toni Morrison “Nobel Lecture”
- Sojourner Truth “Ain’t I a Woman?”
- Anna Cooper

Poetry

- Claude McKay “If We Must Die”
- Claude McKay “America”
- Dylan Thomas “Do Not Go Gentle Into that Good Night”
- Emily Dickinson “Tell All the Truth but Tell it Slant”
- Sara Teasdale “Barter”

Vocabulary:

- **active voice** - writing in which the subject of the sentence performs the action of the verb —My sister decorated the cake.
- **adage** - a short statement expressing a generally accepted truth. (e.g., —The proof is in the pudding.)
- **affixes** - a word element (e.g., prefix or suffix) that can only be used when attached to a root or base word
- **alliteration** - the repetition of an initial sound in a line of poetry or in a sentence in prose
- **allusion** - a reference to a person, place, event or thing in history, work of literature
- **analogy** - an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*)
- **analysis** - separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose
- **anecdote** - a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text
- **annotate** - an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- **argument** - a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic

- **bias** - the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices
- **book discussions** - small groups of students who gather together to discuss, in depth, a piece of literature. The discussion is guided by students' responses to what they have read. Book discussions provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books.
- **central idea** - a main idea in an informational text
- **central message** - In the MLSE at lower grades, central message is the main point or essence of the text. Central message becomes theme in the upper grades.
- **character traits** - aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.
- **citation** - a reference which documents the source of a quote, fact, or idea: parenthetical citations are used internally in texts following the information; bibliographic citations are used at the end of texts in lists of works cited or consulted
- **cite** - to identify the source of information, including quotes, facts, statistics, and ideas included in a text
- **claim** - an assertion of the truth of something, typically considered as disputed or in doubt
- **close reading** - independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion
- **cohesive devices** - elements that bind writing together; cohesive devices include transitional words and phrases as well as repetition of keywords and —reference words that —point back to ideas in the text
- **compare** - to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities
- **connotation** - attitude and emotional feelings associated with a word or idea
- **contrast** - to explain how things are different
- **conventions** - a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
- **counterclaim** - a claim that negates or disagrees with the thesis/claim
- **credible** - believable, worthy of confidence; reliable
- **delineate** - describe or list with detail and precision
- **denotation** - a word's literal or dictionary meaning
- **dialect** - the language spoken by the people of a particular place, time or social group
 - **regional dialect**: spoken in a specific geographic region
 - **social dialect**: spoken by members of a specific social group or class
- **dialogue** - discussion between two or more people
- **digital media** - any form of electronic communication: wikis, blogs, nings, digital videos, digital art, YouTube, etc.
- **digital sources** - information published and organized electronically and available over a network, typically the Internet
- **figurative meaning** - non-literal meaning of a word or phrase; usually involves figurative language
- **firsthand account** - direct personal observation or experience (e.g., firsthand account of a war) *in later grades, referred to as primary source
- **first person** - a point of view in which the narrator participating in the action tells the story
- **fluency** - knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)
- **focused question** - a query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints
- **formal style** - a style of writing that is less personal and more objective

- **foundational works** - texts associated with the founding of a culture or society, such as well-known government documents, persuasive texts about the founding, and epics about the origins of the culture
- **general academic words/vocabulary** - vocabulary common to written texts but not commonly a part of speech; Tier Two words
- **genre** - categories used to classify text; which may include, but is not limited to: fiction, nonfiction, poetry, drama, informational, fable, folktale, graphic novel, literary nonfiction, memoir
- **hyperbole** - literary technique in which exaggeration is used to convey meaning (e.g., —I’ve told you a million times.)
- **idiom** - term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., —I am pulling your leg. or —You’re skating on thin ice.)
- **illustrate** - provide examples or specific details
- **inference** - a conclusion about the unknown, based on the known
- **informational text** - text designed to convey facts; may employ techniques such as lists, graphs, and charts
- **informative/explanatory** - type of writing which conveys information accurately or which explains a concept or situation
- **interactive read aloud** - Teacher reads appropriate, pre-selected texts aloud to students while modeling fluent, expressive reading. Students are invited to interact with the teacher and/or other students.
- **interactive writing** - composing a message in which the teacher and students always share the "thinking" and sometimes share the pen (e.g., shared writing, modeled writing, interactive writing)
- **interpretation** - explanation for the meaning of something; a stylistic representation of a creative work or dramatic role
- **irony** - literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters
 - • situational irony involves an occurrence that contradicts the expectations of the reader or audience
 - • verbal irony occurs when a writer or speaker says one thing but means the opposite
 - dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows
- **lesson** - a moral/theme (see theme)
- **linking words** - transition words such as —and, —then, —but; see transitions and temporal words
- **literal language** - the denotative meaning of a word or phrase
- **literary non-fiction** - genre that uses literary styles and techniques (figurative language, imagery, rhetorical devices, etc.) in factually accurate texts. Examples include: biography, food writing, memoir, travel writing, some historical writing, etc.
- **literary techniques** - techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to: euphemism, flashback, foreshadow, hyperbole, idiom, imagery, irony, jargon, metaphor, oxymoron, paradox, personification, satire, simile, slang, symbolism
- **loaded language** - language intended to evoke emotions or to shape attitudes
- **major events** - most significant events in a story
- **memoir** - creative nonfiction in which an author recounts experiences from his or her life
- **mentor text** - text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author
- **metaphor** - literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that *does not* use the connective words —like or —as (e.g., —Love is a rose.)
- **meter** - the pattern of stressed and unstressed syllables in a line of poetry

- **mood**
 - --in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy
 - --in grammar— verb forms used to indicate the speaker’s attitude toward a fact or likelihood of an expressed condition or action e.g., indicative, imperative, subjunctive
- **moral** - message or lesson to be learned from a story or event
- **multimedia** - the combined use of several media (e.g., Internet, video, audio, textual, graphic)
- **multiple accounts** - sources including both first and second hand accounts
- **narrator** - the person telling a story; narrative viewpoints include
 - first person, third-person, omniscient third-person limited
- **non-literal language** - language that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought; figurative language
- **nuance** - subtle differences or shades of meaning
- **opinion** - a statement of personal belief, attitude, or preference. In the MLSE, opinion is a precursor to argumentation.
- **organizational strategy** - an approach to organizing the ideas and specifics in a text; examples include definition, classification, compare/contrast, cause/effect, chronological, exposition
- **organizational structure** - organizational strategies which may include but are not limited to: definition classification exposition description
- **oxymoron** - a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp)
- **pacing** - a time manipulation technique used in literary text
- **paired reading** - a during reading strategy where students take turns reading aloud and providing feedback to each other; pairs can have the same reading ability or may include a more fluent reader with one who is less fluent
- **paradox** - a statement or proposition that seems self-contradictory but expresses a truth
- **parallel plots** - plots with related story lines that merge in the end
- **parallel structure** - deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession
- **passive voice** - writing in which the subject of the sentence receives the action of the verb
- **passive voice** - The cake was decorated by my sister. **active voice** - the subject performs the action of the verb —My sister decorated the cake.
- **personification** - literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., —a happy home)
- **perspective** - position from which something is considered or evaluated; standpoint
- **plagiarism** - presenting someone else’s work or ideas as your own
- **plot** - the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
- **point of view** - chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character
- **pre-writing/planning** - a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing
- **premise** - an assertion which forms the basis for an argument, work or theory
- **primary source** - original materials that have not been filtered through interpretation or evaluation

- **production/publishing** - a step in the writing process in which the writer composes the text and presents it to the intended audience.
- **progress monitoring** - used to estimate the rate of improvement, find those students who are not making improvement, and determine which teaching strategies are more or less effective for students.
- **prose** - ordinary speech or writing without metrical structure
- **proverb** - short expressions of popular wisdom (e.g., —All good things come to those who wait.)
- **pun** - a play on two words similar in sound but different in meaning
- **purpose** - the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue
- **quantitative** - presentation of information using numerical data
- **questioning** - a reading comprehension strategy used before, during and after reading in which the teacher and students can pose questions at literal, inferential and evaluative levels.
- **quote** - to restate, word for word, a portion of a text; a written quote requires quotation marks
- **reading strategies** - approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text
- **reading workshop** - a structure for teaching and learning that ensures opportunities for all students to learn, includes four settings for learning—whole group, small group, one-on-one, and independent. The workshop is based on an apprenticeship model where the teacher is the craftsperson and provides the model of how a reader successfully engages with print; the learner is the apprentice and observes and then applies what has been observed.
- **reasons** - explanations or justifications for beliefs.
- **recount** - retell in one's own words
- **reflection** - to think about and write or speak one's views in response to a text, presentation, or experience
- **regular beats** - a consistent rhythmic pattern or meter; usually found in poetry
- **resolution** - a conclusion that resolves the conflicts or issues presented in a text
- **retell** - a comprehension strategy in which a student recounts story details more specifically than a summary.
- **revising** - a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.
- **rhetoric** - the study and practice of effective expression; discourse intended to move an audience to hold a particular viewpoint or take a particular action.
- **rhetorical devices** - literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: allusion, analogy, understatement, parallelism, repetition
- **rhyme** - repetition of an identical or similarly accented sound found at the middle and end of words
- **rhythm** - sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables
- **root** - a unit of meaning from which words can be made by the addition of prefixes, suffixes or other modifications
- **satire** - literary technique that expresses a critical attitude with humor
- **scaffolding** - process whereby adults help children learn by supporting their thinking as they attempt to solve problems or discover principles
- **scene** - division of a drama or film, usually representing what passes between certain of the actors in one place or setting
- **schema** - reader's prior knowledge including experiences and attitudes which influences the way and depth to which the new information is

understood

- **script** - written version of a drama or film used in preparing for a performance
- **second-hand account** - derived from what is primary or original; not firsthand; (e.g., reading or hearing about an event is second-hand) *in later grades, referred to as secondary source
- **secondary source** - information created after an event or period of study by someone who did not experience the events
- **seminal documents** - well-known writings that depict the core values and issues central to a culture and that influence subsequent texts composed in that culture
- **sensory language** - language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells
- **setting** - geographic location and time period of a story
- **simile** - literary technique in which two unlike things in different classes are compared, using the words —like or —as (e.g., —Ice is smooth as glass.)
- **soliloquy** - a speech in which a character, alone on stage, reveals his or her thoughts
- **sonnet** - a lyric poem consisting of 14 lines, usually written in iambic pentameter
- **stanza** - division of a poem consisting of a series of lines arranged together
- **style** - a speaker or writer’s particular use of language; manner of expression. A formal style uses standard formal English.
- **summary** - an objective restatement of the essential ideas or major points in a text
- **suspense** - a quality in a text that arouses expectation or uncertainty about what may happen
- **syntax** - the arrangement of phrases and clauses to convey meaning
- **synthesize** - integrate a number of ideas, pieces of information or data into a coherent whole
- **technical meaning** - literal or denotative meaning
- **temporal words** - words referring to time (e.g., first, second, last, before)
- **text features** - parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)
- **text structure** - framework, organization or overall design of a work; examples include, but are not limited to: compare/contrast, cause/effect, chronological, problem/solution
- **text types/writing types** - The MLSE identifies three types of writing:
 - **--argument-** a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.
 - **--informational/explanatory** - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.
 - **--narrative** - conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.
- **textual evidence** - specific support found in a text; see evidence
- **theme** - the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the MLSE at lower grades, central message refers to main point or essence of the text.
- **thesis** - the major claim made and supported in a text
- **think aloud** - an instructional strategy that models thought processes and problem solving in all content areas. In a think aloud the teacher and/or students verbalize what they are thinking when they encounter difficult or confusing material as they read, write, or speak.
- **tone** - a writer’s or speaker’s attitude toward the material or audience

- **trace** - to ascertain the successive stages in the development or progress (e.g., tracing the life cycle of an insect)
- **transitions** - devices or words in a text that smoothly connect two topics or sections to each other
- **understatement** - presenting something as less important than it actually is
- **usage** - the way in which words and phrases are typically used in speech or writing; usage, unlike the grammar of a language, changes continually over time
- **validity** - message that is relevant, accurate, justifiable, and logically correct
- **verse** - single line of poetry
- **vocabulary** - words one can understand and use correctly; vocabulary is developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring; providing opportunities for wide reading; and providing direct instruction of vocabulary critical to understanding content-area concepts.
- **voice** - distinctive tone or style of a particular writer; a reflection of the personality of the writer

AP Vocabulary

- **allegory** - The device of using character and/or story elements symbolically to represent an abstraction in addition to the literal meaning. In some allegories, for example, an author may intend the characters to personify an abstraction like hope or freedom. The allegorical meaning usually deals with moral truth or a generalization about human existence.
- **anaphora** - A sub-type of parallelism, when the exact repetition of words or phrases at the beginning of successive lines or sentences. MLK used anaphora in his famous “I Have a Dream” speech (1963).
- **apostrophe** - A figure of speech that directly addresses an absent or imaginary person or a personified abstraction, such as liberty or love. It is an address to someone or something that cannot answer. The effect may add familiarity or emotional intensity.
- **cliché** - a trite, stereotyped expression; a sentence or phrase, usually expressing a popular or common thought or idea, that has lost originality, ingenuity, and impact by long overuse.
- **conceit** - A fanciful expression, usually in the form of an extended metaphor or surprising analogy between seemingly dissimilar objects. A conceit displays intellectual cleverness as a result of the unusual comparison being made.
- **diction** - Related to style, diction refers to the writer’s word choices, especially with regard to their correctness, clearness, or effectiveness. For the AP exam, you should be able to describe an author’s diction (for example, formal or informal, ornate or plain) and understand the ways in which diction can complement the author’s purpose. Diction, combined with syntax, figurative language, literary devices, etc., creates an author’s style.
- **ellipsis** - the act of leaving out one or more words that are not necessary for a phrase to be understood.
- **epiphany** - a literary work or section of a work presenting, usually symbolically, such a moment of revelation and insight.
- **eulogy** - a speech or writing in praise of a person or thing, especially a set oration in honor of a deceased person.
- **jargon** - the language, especially the vocabulary, peculiar to a particular trade, profession, or group:
- **juxtaposition** - an act or instance of placing close together or side by side, especially for comparison or contrast.
- **metonymy** - (mētōn’ ĩmē) A term from the Greek meaning “changed label” or “substitute name,” metonymy is a figure of speech in which the name of one object is substituted for that of another closely associated with it. For example, a news release that claims “the White House declared” rather than “the President declared” is using metonymy; Shakespeare uses it to signify the male and female sexes in As You Like It: “doublet and hose

ought to show itself courageous to petticoat.” The substituted term generally carries a more potent emotional impact.

- **omniscient narrator** - narrator has access to all the actions and thoughts within fiction
- **parable** - a short allegorical story designed to illustrate or teach some truth, religious principle, or moral lesson.
- **pathos** - the quality or power in an actual life experience or in literature, music, speech, or other forms of expression, of evoking a feeling of pity or compassion.
- **sarcasm** - From the Greek meaning “to tear flesh,” sarcasm involves bitter, caustic language that is meant to hurt or ridicule someone or something. It may use irony as a device, but not all ironic statements are sarcastic (that is, intended to ridicule). When well done, sarcasm can be witty and insightful; when poorly done, it is simply cruel.
- **structure** - the relationship or organization of the component parts of a work of art or literature.
- **synecdoche** - a figure of speech in which a part of something is used to represent the whole or, occasionally, the whole is used to represent a part. Examples: To refer to a boat as a “sail”; to refer to a car as “wheels”; to refer to the violins, violas, etc. in an orchestra as “the strings.” **Different than metonymy, in which one thing is represented by another thing that is commonly physically associated with it (but is not necessarily a part of it), i.e., referring to a monarch as “the crown” or the President as “The White House.”
- **tragedy** - a dramatic composition, often in verse, dealing with a serious or somber theme, typically that of a great person destined through a flaw of character or conflict with some overpowering force, as fate or society, to downfall or destruction.

Content Area: English	Course: English II Pre AP	UNIT: Decisions (Unit E)
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<p>Unit Description: This unit focuses on decisions, in particular, evaluating and synthesizing information while completing a research project. There is no specified novel associated with this unit. Rather, the unit resources section references a variety of texts.</p> <p>Throughout the unit students will identify a topic, evaluate the topic through the course of a novel, conduct research, and complete an annotated bibliography.</p>	<p>Unit Timeline: 5 weeks</p> <p>Reading and annotating the novel - 2 weeks Analyzing non-fiction articles - 3-4 days Annotated Bibliography - 2 weeks Final Exam Summative Essay - 1 day</p>
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DESIRED Results
Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as culturally literate collaborative members of society.

Understandings – Students will understand...

1. that authors use their novels to highlight real world issues.
2. relevant questions are needed to guide research.
3. annotating texts is an effective reading strategy that can lead to better understanding.
4. both the Internet and databases can be credible sources of information.
5. there are a number of different strategies for summarizing which help understand informational texts.
6. some informational texts contain bias; therefore, the validity of each source must be assessed.
7. a bibliography is used to provide readers with evidence of source information.

Essential Questions: How do people deal with the social problems of our time?
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Students will know/understand...	Standard	Students will be able to...	Standard
Reading Literature			
That they should use information in the text to draw conclusions and make inferences.	RL1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL1A
The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.	RL1B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL1B
The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.	RL1D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	RL1D
The difference point of view makes when approaching texts from various cultures	RL2B	Analyze how points of view is reflected in the characters, setting, and plot.	RL2B
The author’s word choices and syntax affect the tone and meaning of the story.	RL2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RL2C
Reading Informational Texts			
The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.	RI1A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1A
The definitions of figurative language, including simile, metaphor, hyperbole, alliteration. The difference between	RI1B	Determine the meaning of words and phrases as they are used in the text, including figurative,	RI1B

connotative and denotative meanings of words and how word choice affects meaning and tone. Content-specific meanings using context affixes, or reference materials.		connotative, and content-specific meanings using context, affixes, or reference materials.	
The definitions of central idea, supporting ideas, and summary, and how the central idea is supported by other ideas.	RI1D	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	RI1D
Authors are intentional about the structure of ideas in order to effectively convey the overall message, including different types of organizational patterns including problem/solution, cause/effect, chronological, and classification.	RI2A	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.	RI2A
The definitions of the terms perspective, viewpoints, and evidence and how those items affect the text.	RI2B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI2B
How paragraphs are structured and organized, and how one sentence or word affects the overall meaning and tone of a paragraph.	RI2C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	RI2C
Describe and evaluate arguments, claims, and evidence for relevance and false statements.	RI2D	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI2D
Text from various sources can convey a similar event or topic differently; therefore, they should be compared and contrasted using specific comparison criteria.	RI3B	Evaluate how effectively two or more texts develop similar ideas/topics.	RI3B
Writing			
Writers will develop a research question and adjust it as necessary. Writers will research their question by gathering information from multiple credible and reliable sources. Writers will be able to organize their research in a well developed essay	W1A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation	W1A

without plagiarizing. Writers will be able to correctly cite sources both in text and in a bibliography		system.	
Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.	W2A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	W2A
<p>the audience, purpose and task for their writing and review, revise, and edit their work</p> <p>with these elements in mind.</p> <ol style="list-style-type: none"> a. Writing should be organized. The topic should be introduced, a clear focus should be presented and maintained, and an appropriate conclusion should follow. b. Word choice, syntax, and style are import authorial tools. Students should choose precise language and structure their sentences to enhance meaning. c. Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation. d. Transitions make the writing cohesive. A variety of appropriate transitions should help to clarify relationships, connect ideas, claims, and signal time shifts. e. Technology is an important and useful tool for producing, publishing, and updating writing projects. It is an important tool for working collaboratively, linking to other information, and displaying information in creative ways. 	W3A	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ol style="list-style-type: none"> a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and demonstrate an awareness of audience by making choices regarding organization and content. b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. e. 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 	W3A

Speaking and Listening			
What qualities make a good discussion, what the various roles within a team are.	SL1A	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.	SL1A
	ISTE-S1a	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: <ul style="list-style-type: none"> a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 	ISTE-S1a
	ISTE-S3a	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: <ul style="list-style-type: none"> a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 	ISTE-S3a
	ISTE-S3b	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: <ul style="list-style-type: none"> b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 	ISTE-S3b
	ISTE-S3c	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: <ul style="list-style-type: none"> c. curate information from digital resources using a variety of tools and methods to create 	ISTE-S3c

		collections of artifacts that demonstrate meaningful connections or conclusions.	
	ISTE-S3d	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE-S3d
	ISTE-S4a	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students: a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	ISTE-S4a
	ISTE-S4c	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students: c. develop, test and refine prototypes as part of a cyclical design process.	ISTE-S4c

		Because novels often deal with more than one social issue as well as different points of view, students will have the chance to discuss their books in groups. If enough students are reading the same title, they can discuss the social problem(s), how it's developed, the effect it has on characters, and how it relates to the real world. Groups can also be formed based on social problem, or students can simply share out giving the group an opportunity to ask questions/make comments. Discussion can help readers to look at the social problem from another viewpoint which will assist in developing an understanding, as well as aid students in forming questions about the topic which will help in the research process.	Learning Cues & Questions	Communication
2	RI1D, W1A	3. Brainstorming Activity Once students have completed the reading, they should go back and reread all of the tags created. We will now use the tags to brainstorm the research. At the top of a piece of paper, write the social problem. Next, make a list of subtopics that fit the big topic. Ex: Substance abuse - alcohol addiction, effects on family, addiction counseling, physiological effects on the body, social/environmental causes, etc. Students may also include questions, as well as information gathered during discussion.	Advance Organizer	C Critical Thinking
3,4,7,8	RI1A, RI2C, RI2D, RI3B,	4. Nonfiction Activity Teacher will supply two articles with opposing or varying views on a topic of choice to demonstrate what to look for when seeking articles for the annotated bibliography. Students will first read "Stressed By the Test" noting important facts, quotes, point of view, bias/objectivity, validity of writing, author's expertise/knowledge, and questions that arise from the reading. Teacher will give instructions for writing an annotated bibliographic entry, display the example on the SmartBoard and give students a hard copy for reference. Discuss the summary and assessment pieces as well as formatting. Students will then read, annotate, and write an annotated entry for the second article, "Why We Should Stop Bashing State Tests" on their own as practice. In small groups, students will share their entries discussing good points as well as suggestions.(Appendix E1 , E2 , E3)	Providing Practice	C Critical Thinking
6	RI2C, RI2D	5. Internet Validity and Reliability Students may need a review of how to verify website credibility and validity. Students should work in groups to view various websites and discuss what makes it reliable and valid or not. See Appendix (E5)	Providing Practice	B Communication
1, 4	RL2C, RI1B, ISTE-S3a ISTE-S3b	6. Vocabulary Students will participate in a variety of activities designed to introduce, retain, and utilize new types of vocabulary including skill words, in-context vocabulary, and standardized testing vocabulary. (E9 , E10)	Cooperative Learning	B Collaboration

UNIT RESOURCES

Teacher Resources:

- <https://owl.english.purdue.edu/owl/resource/614/1/>

Student Resources:

Novels:

Ellen Foster (fiction)

Glass Castle (memoir)

The Other Wes Moore (memoir)

A Raisin in the Sun (drama)

Purple Hibiscus (fiction)

All Quiet on the Western Front

The Bluest Eye

Gateway novels

Non-Fiction

“Stressed By The Test”

“Why We Should Stop Bashing State Tests”

Databases such as:

MasterFile Premier

Opposing Viewpoints in Context

Student Research Center

Mas Ultra-School Edition

www.studentnewsdaily.com

www.newsela.com

Vocabulary:

- **active voice** - writing in which the subject of the sentence performs the action of the verb —My sister decorated the cake.
- **analysis** - separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose
- **annotate** - an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
- **bias** - the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices
- **central idea** - a main idea in an informational text
- **citation** - a reference which documents the source of a quote, fact, or idea: parenthetical citations are used internally in texts following the information; bibliographic citations are used at the end of texts in lists of works cited or consulted

- **cite** - to identify the source of information, including quotes, facts, statistics, and ideas included in a text
- **claim** - an assertion of the truth of something, typically considered as disputed or in doubt
- **close reading** - independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion
- **conventions** - a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
- **counterclaim** - a claim that negates or disagrees with the thesis/claim
- **credible** - believable, worthy of confidence; reliable
- **first person** - a point of view in which the narrator participating in the action tells the story
- **flashback** - literary technique in which the author presents information that happened before the events currently taking place
- **focused question** - a query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints
- **formal style** - a style of writing that is less personal and more objective
- **informational text** - text designed to convey facts; may employ techniques such as lists, graphs, and charts
- **informative/explanatory** - type of writing which conveys information accurately or which explains a concept or situation
- **memoir** - creative nonfiction in which an author recounts experiences from his or her life
- **mood**
 - --in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy
 - --in grammar— verb forms used to indicate the speaker’s attitude toward a fact or likelihood of an expressed condition or action e.g., indicative, imperative, subjunctive
- **multiple accounts** - sources including both first and second hand accounts
- **narrative** - writing that relates a story, personal experience
- **narrator** - the person telling a story; narrative viewpoints include
 - first person, third-person, omniscient third-person limited
- **perspective** - position from which something is considered or evaluated; standpoint
- **point of view** - chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character
- **primary source** - original materials that have not been filtered through interpretation or evaluation
- **purpose** - the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue
- **questioning** - a reading comprehension strategy used before, during and after reading in which the teacher and students can pose questions at literal, inferential and evaluative levels.
- **reading strategies** - approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text
- **recount** - retell in one’s own words
- **summary** - an objective restatement of the essential ideas or major points in a text
- **tone** - a writer’s or speaker’s attitude toward the material or audience
- **validity** - message that is relevant, accurate, justifiable, and logically correct
- **voice** - distinctive tone or style of a particular writer; a reflection of the personality of the writer

AP Vocabulary

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- **structure** - the relationship or organization of the component parts of a work of art or literature.