

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		PreAP Comp Lit 1AB				Course Code		F0446-F0447	
Transcript Title:	Honors Comp Lit 1AB Formerly Pre AP CompLit 1AB			Grades Levels:	9		Board Adoption Date:		
Content Area:	English			GPA Scale:	4.0		Date Course Submitted:		April 2014
Credential Req:	Single-Subject English		Graduation Subject Areas:		English				
UC/CSU “A-G” Area Approvals:				School Site that wrote and submitted the course:				Estancia, NHHS, CMHS, CdM, Early College, and Back Bay	
Recommend Skill(s):	Reading and Writing at grade level								
Next course(s):	Honors Comp Lit 2AB								

COURSE DESCRIPTION *(catalog summary):*

Honors Comp Lit I AB is designed to prepare students to engage a diverse array of classic and contemporary works in mediums ranging from text, video, audio, and other multimedia formats. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text. At this level, reading selections of literature and literary nonfiction will be at the high end of the grades 9–10 text complexity band.

Students will develop their writing skills by examining various text types and their functions and by crafting arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct a research project and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use.

GOALS *(expected performance outcomes for students):*

Students will:

1. Demonstrate independence by comprehending and evaluating grade-level texts across a range of types and disciplines so that they can construct effective arguments and articulate their own ideas.
2. Build strong content knowledge by reading purposefully and listening attentively in order to engage with works of quality and substance.
3. Respond in speaking and writing to the varying demands of audience, task, purpose, and discipline.
4. Engage in open-minded, but discerning conversations surrounding texts in order to question an author's or speaker's assumptions by assessing the veracity of claims and soundness of reasoning.
5. Use and value evidence when supporting their own points in writing and speaking, making their reasoning clear.

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6. Use technology and digital media strategically and capably.
7. Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
8. Vicariously inhabit worlds and experiences much different than their own by reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews

Adapted from the Common Core "Habits of Mind"

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

- RL 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL 9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL 9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL 9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL 9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL 9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- RL 9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- RL 9.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- RI 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI 9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI 9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI 9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI 9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

RI 9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI 9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI 9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RI 9.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

W 9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W 9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W 9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W 9.6 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.

W 9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 9.8 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 including footnotes and endnotes.

W 9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W 9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL 9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. 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.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL 9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL 9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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SL 9.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.

b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect.

SL 9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL 9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L 9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L 9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly. L 10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L 9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes.

c. Consult general and specialized reference materials (e.g., college level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA

d. Verify the preliminary determination of the meaning of a word or phrase.

L 9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

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L 9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Students will be given a reading benchmark assessment three times a year, with opportunities for reviewing of concepts. Speaking and listening standards will be evaluated through class discussions. Narrative, analytical/informative, and argumentative writing will be assessed throughout the year. Writing will be assessed with common rubrics based on the various modalities.

CORE TEXT

Prentice Hall: Timeless Voices, Timeless Themes

SUPPLEMENTAL TEXTS

1984, Of Mice and Men, Odyssey, Romeo and Juliet, Ender's Game, To Kill a Mockingbird, A Tale of Two Cities, The Glass Castle, House on Mango Street, Curious Incident of the Dog in the Night-time, Great Expectations, Bulfinch's Mythology, Antigone, Sea-Wolf, Burro Genius, The Picture of Dorian Gray, Watership Down, Frankenstein, East of Eden, October Country, Beowulf, Grendel, Driving Miss Daisy, The Hot Zone, "The Charge of the Light Brigade", "The Man in the Water", Shackleton, MLK Jr. Speeches

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Unit 1	Length of Unit: 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Narration</i> (Students will learn the process of growth and development as a result of recognizing human folly, catharsis, and transformation in literature, both fiction and nonfiction.)	<i>Plot</i> <i>Theme</i> <i>Characterization</i> <i>Conflict</i> <i>Tone</i> <i>Irony</i> <i>Foreshadowing</i> <i>Flashback</i> <i>Audience</i> <i>Speaker</i> <i>Tone</i> <i>Purpose</i> <i>Occasion</i> <i>Suspense</i> <i>Symbolism</i> <i>Imagery</i> <i>Point of View</i> <i>Irony</i> <i>Motif</i> <i>Cause & Effect</i> DOK 3 & 4: Analyze Evaluate Create	<i>BENCHMARK (October)</i> <i>Reading for Literature</i> <i>Key Ideas and Details</i> RL 9.1 Cite strong textual evidence RL 9.2 Determine the theme RL 9.3 Analyze complex characters <i>Craft and Structure</i> RL 9.4 Determine the figurative and connotative meanings of words and phrases RL 9.5 Analyze the author's choices concerning structure RL 9.6 – Analyze a particular point of view <i>Language</i> <i>Integration of Knowledge and Ideas</i> RL 9.9- Analyze how an author draws on and transforms source material in specific work <i>Range of Reading</i> RL 9.10 Read and comprehend literature <i>Language</i> <i>Conventions of Standard English</i> L 9.1 Demonstrate command of standard English usage L 9.2 Demonstrate command of capitalization, punctuation, and spelling <i>Vocabulary Acquisition and Use</i> L 9.5- Determine figurative language and nuances in word	Essential Question: 1. How does the understanding of narration empower the individual? Big Idea: 1. Fosters understanding of the self, others, and the community in order for people to solve current dilemmas Model Tasks: 1. Read and analyze narrative text and the techniques authors use to convey their message 2. Discuss themes, characterization, and plot. 3. Write reflective and analytical responses to literature 4. Write a narrative	<i>Primary Text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> <i>Assorted supplemental short stories / board approved novels</i>

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		meaning. Writing W 9.3 Write a narrative W 9.5 Develop and strengthen writing through planning, revising, editing, and rewriting W 9.6 Demonstrate an appropriate use of technology Speaking and Listening SL 9.1 Engage effectively in collaborative discussions		
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers, such as Venn diagrams, sequence and t-charts, dialectical journaling, open minds, and on-pagers. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Teacher provides sentence frames, model sentences from author (copy/change activities), and metacognitive strategies. Collaboration through think-pair-share, cooperative groupings, and peer edits. Product: Student-selected essay and task topics that relate to theme		
	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small-group discussions, synthesis of multiple texts Product: Student-selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence		
Evaluation	Formative Assessments (ongoing & mid-lesson): Teacher observation of class discussions Annotated readings Quick writes/ journals SBAC style passage practice Guiding questions			
	Summative Assessments (unit final evaluation): Writing – Narrative Benchmark in October			

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Unit 2	Length of Unit: 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Heroic Action</i> (Students will explore concepts and ideas of the hero and heroic action through classic and contemporary literature, both fiction and nonfiction.)	Epic Hero Premise Conclusion Virtue Ethics (Aristotle) Arete (Homer) The Appeals (Ethos, Logos, Pathos) Logical Fallacies Epic Epic Simile Hubris DOK 1-4: Cite Draw inferences Determine Analyze Write Examine & Convey Understand Create Evaluate	BENCHMARK (January) Reading for Literature <i>Key Ideas and Details</i> RL 9.1- Citing of textual evidence RL 9.2- Determine theme RL 9.3- Analyze complex characters Craft and Structure RL 9.4- Determine word choice RL 9.5- Analyze author's choices concerning structure RL 9.6 Analyze a particular point of view Integration of Knowledge and Ideas RL 9.7 Analyze two different artistic mediums RL 9.9 Analyze how the author transforms source materials Range of Reading RL 9.10 Read and comprehend literature Reading for Information <i>Key Ideas and Details</i> RI 9.2 Determine the central idea RI 9.3 Analyze how the author unfolds an analysis Craft and Structure RI 9.5 Analyze how an author's ideas are developed Writing W 9.2 Write an explanatory/Informational text	Essential Questions: 1. What is the right action? 2. What is a hero? 3. What does it mean to be heroic? 4. Why do we need heroes? 5. What is the purpose of the hero in literature and society? 6. How are you your own hero? Big Ideas: 1. A hero, often following the narrative arc of the Hero's Journey, is an embodiment of the virtues and values of the society from which the hero comes. 2. Heroic: courageous, showing great bravery, courage, or determination, moral excellence 3. Heroes provide inspiration and act as a reflection of the zeitgeist. 4. Heroes reinforce and reaffirm the virtues and vices of the society they represent, providing cultural role models for individuals. 5. Defining your values leads to defining your identity. Model Tasks: 1. Read and analyze a text teaching the concepts of the Hero's Journey. Students will gather textual evidence in order to explain and analyze the qualities of the hero. Students will	<i>Primary text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> <i>Supplemental Texts:</i> <i>The Odyssey</i> <i>Antigone</i> <i>"The Charge of the Light Brigade"</i> <i>Ender's Game</i> <i>"The Man in the Water"</i> <i>Shackleton</i> <i>MLK Jr. speeches</i> <i>Beowulf</i> <i>Grendel</i> <i>Curious Incident of the Dog in the Night-time</i>

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		W 9.5 Develop and strengthen writing Language Conventions of Standard English L 9.1 Demonstrate command of the conventions of standard English and usage when writing and speaking L 9.2 Demonstrate command of the conventions of standard English capitalization, participial, prepositional, and clauses Knowledge of Language L 9.3 Apply knowledge of language to understand how language functions Vocabulary Acquisition and Use L 9.6 Acquire and use accurately general academic domain-specific words and phrases Speaking and Listening SL 9.1 Participate in class discussions	closely read several extracts that demonstrate heroic action and determine the qualities of a hero. 2. Students will discuss the heroic qualities of the main character and explain why or how those qualities are valued by society. 3. Write reflective and analytical responses to literature 4. Write an explanatory/informative	
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers, such as Venn diagrams, sequence and t-charts, dialectical journaling, open minds, and on-pagers. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Teacher provides sentence frames, model sentences from author (copy/change activities), and metacognitive strategies. Collaboration through think-pair-share, cooperative groupings, and peer edits. Product: Student-selected essay and task topics that relate to theme		
	Extension -- for high achieving students.	Content: Additional readings will be available Process: Lead small group discussions, synthesis of multiple texts, students select own text for analysis of heroic traits Product: Student selected essay and task topics that relate to theme		

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	Increased use of creative discussion and textual evidence
Evaluation	Formative Assessments (ongoing & mid-lesson): Teacher observations of class discussions Annotated readings Quick writes SBAC style passage practice Guiding questions
	Summative Assessments (unit final evaluation): Explanatory/Informational essay Benchmark in January

Unit 3	Length of Unit: 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Alienation and Concepts of Justice</i> (Through readings and discussion, students will analyze and evaluate questions of alienation and justice.)	Justice Political Oppression Economics Morality Ethics Novella Theme Description Realism Irony Elements of Plot DOK 1-4: Understand Evaluate Create Apply Explain Analyze Synthesize	BENCHMARK (June) Reading for Literature Key Ideas and Details RL 9.1 Cite strong textual evidence RL 9.2 Determine themes RL 9.3 Analyze complex characters Craft and Structure RL 9.5 Analyze an author's choices regarding structure RL 9.6 Analyze a particular point of view Integration of Knowledge and Ideas RL 9.7 Analyze different artistic mediums RL 9.9 Analyze how the author transforms source materials Range of Reading RL 9.10- Read and comprehend literature Reading for Information Key Ideas and Details RI 9.1 Cite textual evidence RI 9.2 Determine the central Idea RI 9.3 Analyze how the author unfolds	Essential Questions: - Who determines what is just and unjust? - Should rules be broken? - When should rules be broken? - Where do I belong? Big Ideas: - Various levels/ government/ parents/values and beliefs - Structures are put into place for protection and order. Managing chaos. - Flaws in the rules/morals/ethics - Analyzing the relationship between the emotional and physical "place" of characters will provide students the opportunity to examine the importance of belonging and define the concept of home.	Primary Text: <i>Prentice Hall: Timeless Voices, Timeless Themes</i> Supplemental Texts: <i>To Kill a Mockingbird</i> <i>The Odyssey</i> <i>Antigone</i> <i>"The Charge of the Light Brigade"</i> <i>Ender's Game</i> <i>"The Man in the Water"</i> <i>MLK Jr. speeches</i> <i>The Curious Incident of the Dog in the Night-time</i> <i>Assorted supplemental short</i>

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		an analysis <i>Craft and Structure</i> RI 9.4 Determine meaning of words RI 9.5 Analyze how an author's ideas or claims are developed RI 9.6 Analyze an author's point of view and purpose <i>Integration of Knowledge and Ideas</i> RI 9.7 Compare and contrast various accounts told in different mediums RI 9.8 Evaluate the argument of an author RI 9.9 Analyze US documents <i>Range of Reading</i> RI 9.10 Read and comprehend nonfiction Writing <i>Text Types and Purposes</i> W 9.1 Write and argumentative text <i>Production and Distribution of Writing</i> W 9.4 Produce clear and coherent writing W 9.5 Develop and strengthen writing W 9.6 Use technology <i>Range of Writing</i> W 9.10- Write routinely <i>Speaking and Listening</i> SL 9.4 Present information logically	Model Tasks: 1. Cite textual evidence to support analysis of informational and narrative text and the techniques authors use to convey their argument. 2. Discuss author's choice, point of view, themes, characterization, plot, and different artistic mediums. 3. Write reflective and analytical responses to literature using textual evidence. 4. Writing Focus: argumentative	stories <i>Profiles of court cases regarding debtor's prison 19th century</i>
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers, such as Venn diagrams, sequence and t-charts, dialectical journaling, open minds, and on-pagers. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Teacher provides sentence frames, model sentences from author (copy/change activities), and metacognitive strategies. Collaboration through think-pair-share, cooperative groupings, and peer edits.		

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		Product: Student selected essay and task topics that relate to theme
	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small group discussions, synthesis of multiple texts Product: Student selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Annotated readings Quick writes SBAC style passage practice Guiding questions	
	Summative Assessments (unit final evaluation): Argumentative Essay Benchmark in June	

Unit 4	Length of Unit : 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Community (Students are introduced to the value of human relationships and the idea that our meaning is created in connection, not isolation.)	Isolation Community Voice Purpose Audience Tone Theme Point of View DOK Level Three Revise Assess Develop a logical	Reading for Literature Key Ideas and Details RL 9.1 Cite strong textual evidence RL 9.2 Determine theme RL 9.3 Analyze how complex characters develop over the course of a text Craft and Structure RL 9.5 Analyze how an author's choice concerning how to structure a texts create affects RL 9.6 Analyze a particular point of view or cultural experience is reflected in a work	Essential Question: 1. Why do we need each other? Big Idea: 1. Humans are social creatures. Model Tasks: 1. Cite textual evidence to support analysis of informational and narrative text and the techniques	Primary Text: <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> Supplemental Texts: <i>Of Mice and Men</i> <i>The House on</i>

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	<i>argument</i> <i>Compare</i> <i>Investigate</i> <i>Formulate</i> <i>Cite Evidence</i> <i>Draw conclusions</i> DOK Level Four <i>Design</i> <i>Connect</i> <i>Synthesize</i> <i>Critique</i> <i>Analyze</i> <i>Create</i> <i>Prove</i>	Integration of Knowledge and Ideas RL 9.7 Analyze the representation of a subject or a key scene in two different artistic mediums RL 9.9 Analyze how an author transforms source materials Range of Reading RL 9.10 Read and comprehend literature Reading for Information Key Ideas and Details RI 9.1 Cite textual evidence RI 9.2 Determine the central Idea RI 9.3 Analyze how the author unfolds an analysis Craft and Structure RI 9.4 Determine meaning of words RI 9.5 Evaluate an author's ideas or claims are developed RI 9.6 Analyze an author's point of view and purpose Integration of Knowledge and Ideas RI 9.7 Compare various accounts told in different mediums RI 9.8 Evaluate the argument RI 9.9 Evaluate US documents Range of Reading RI 9.10 Read and comprehend nonfiction Writing Production and Distribution of Writing <i>W 9.5 Develop and strengthen writing as needed</i> <i>W 9.6 Use technology to produce, publish, and update individual or shared writing products</i> Research to Build and Present Knowledge	authors use to convey their argument. - Discuss author's choice, point of view, themes, characterization, and plot. - Write reflective and analytical responses to literature using textual evidence. - Writing Focus: Research	<i>Mango Street</i> Non-fiction current event articles relating to themes Sinise-1992
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		<i>W 9.7 Conduct short as well as more sustained research projects to answer a question</i> <i>W 9.8 Gather relevant information from multiple authoritative print and digital sources</i> Speaking and Listening Comprehension and Collaboration <i>LS 9.1 Initiate and participate in a range of collaborative discussions</i>	
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers, such as Venn diagrams, sequence and t-charts, dialectical journaling, open minds, and on-pagers. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Teacher provides sentence frames, model sentences from author (copy/change activities), and metacognitive strategies. Collaboration through think-pair-share, cooperative groupings, and peer edits. Product: Student-selected essay and task topics that relate to theme	
	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small group discussions, synthesis of multiple texts Product: Student selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence	
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Class discussion including activities such as Socratic Seminar, Fishbowl</i> <i>Quick writes</i> <i>SBAC style passage practice</i> <i>Guiding questions</i>		
	Summative Assessments (unit final evaluation): <i>Research Project</i> <i>Speech</i>		

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Unit 5	Length of Unit : 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Youth and Rebellion (By examining the actions of characters in fiction and non-fiction; students will recognize and evaluate the consequences of rebellious behavior)	DOK Level Three <i>Revise</i> <i>Assess</i> <i>Develop a Logical Argument</i> <i>Compare</i> <i>Investigate</i> <i>Formulate</i> <i>Cite Evidence</i> <i>Draw Conclusions</i> DOK Level Four <i>Design</i> <i>Connect</i> <i>Synthesize</i> <i>Critique</i> <i>Analyze</i> <i>Create</i> <i>Prove</i>	BENCHMARK (June) Reading for Literature Key Ideas and Details RL 9.1 Cite strong and thorough textual evidence RL 9.2 Determine theme RL 9.3 Analyze how complex characters develop over the course of the text Craft and Structure RL 9.5 Analyze how an author's choices concerning how to structure a text RL 9.6 Analyze a particular point of view Integration of Knowledge and Ideas RL 9.7 Compare different artistic mediums RL 9.9 Author transforms source materials Range of Reading RL 9.10- Read and comprehend literature Reading for Information Key Ideas and Details RI 9.1 Cite strong and thorough textual evidence RI 9.2 Determine the central Idea RI 9.3 Analyze how an author unfolds an analysis Craft and Structure RI 9.4 Determine meaning of words RI 9.5 Analyze how an author's ideas or claims are developed RI 9.6 Analyze an author's point of view	Essential Question: 1. How can risky behavior be destructive? Big Idea: 1. Acts of desperation lead to tragic outcomes. Model Tasks: 1. Read and analyze various text types and the techniques authors use to convey the central idea. 2. Discuss themes, characterization, plot, use of different artistic mediums, and how an author transforms source material. 3. Write reflective and analytical responses to literature 4. Writing focus: Explanatory/Informative	Primary Text: <i>Prentice Hall: Timeless Voices, Timeless Themes</i> <i>Supplemental non-fiction: essays, articles, speeches, legal and historical documents, websites</i> <i>Romeo and Juliet</i> <i>Burro Genius</i> <i>The Curious Incident of the Dog in the Nighttime</i> Poetry, sonnets, lyric poems William Shakespeare biography, A&E Media and Audio aides

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		and purpose Integration of Knowledge and Ideas RI 9.7 Compare various accounts told in different mediums RI 9.8 Evaluate the argument RI 9.9 Evaluate US documents Range of Reading RI 9.10 Read and comprehend nonfiction Writing: W 9.2 Write an Explanatory/Informational text Speaking and Listening Comprehension and Collaboration SL 9.1 Initiate and participate effectively in collaborative discussions Presentation of Knowledge and Ideas SL 9.4 Present information Language Vocabulary Acquisition and Use L 9.6 Acquire and use accurately general academic and domain-specific words and phrases		
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers, such as Venn diagrams, sequence and t-charts, dialectical journaling, open minds, and on-pagers. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Teacher provides sentence frames, model sentences from author (copy/change activities), and metacognitive strategies. Collaboration through think-pair-share, cooperative groupings, and peer edits. Product: Student selected essay and task topics that relate to theme		
	Extension -- for high achieving students.	Content: Additional readings will be available		

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		Process: Lead small group discussions, synthesis of multiple texts Product: Student selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Class discussion</i> <i>Quick writes</i> <i>SBAC style passage practice</i> <i>Guiding questions</i>	
	Summative Assessments (unit final evaluation): <i>Explanatory/Informational Writing Assignment</i> <i>Benchmark in June</i>	