KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 11 English Language Arts

Last Updated March 2017 by Melanie Chester

Course Description: *This course addresses literary analysis, grammar, composition, research, and vocabulary development. Students will acquire strategies to comprehend and analyze both classic and contemporary literature, including short stories, novels, drama, poetry, and nonfiction. The grammar and composition aspects of the course focus on the mastery of basic grammatical skills, the improvement of style through revision, and the development of thesis statements and content for different writing modes (e.g. literary analysis, persuasive, informative, etc.). In addition, students will write an APA style research paper and complete various cross curricular, inquiry based projects.*

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Unit #	***Title***	***# of Weeks***	***Month***
1	*Edgar Allan Poe/American Gothic*	*6-8 weeks*	*September*
2	*The Great Gatsby/The American Dream*	*4-6 weeks*	*October*
3	*The Adventures of Huckleberry Finn/Coming of Age and Censorship*	*4-6 weeks*	*November*
4	*Macbeth/Power, Fate, & Corruption (Drama)*	*4-6 weeks*	*January*
5	*Coming of Age Novella "The Body"*	*3 weeks*	*February*
6	*Self-Identity (Past, Present, Future)*	*4 weeks*	*March*
7	*The Southern Gothic Tradition & Contemporary Horror (Faulkner, O'Connor, Jackson, & King)*	*4 weeks*	*April*
8	*Hemingway & Perkins Gilman/Gender Roles/Masculine & Feminist Lenses*	*2-3 weeks*	*May*

9	*Novel Study: The Kite Runner - Sin & Redemption*	*4-6 weeks*	*May*
10	*American Justice/Drama "Twelve Angry Men"*	*2 weeks*	*June*
11	*Opposing Viewpoints/Group Symposium/Research*	*3 weeks*	*June*
12	*Vocabulary*	*ongoing*	

Unit #/Title	1/ Edgar Allan Poe/American Gothic	Time Frame	6-8 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11-12D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.
CC.1.3.11-12B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences, and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Big Ideas

- A writer's lifestyle and emotional struggles shape his or her work.
- Writers use specific word choices when writing. Every word is intended to evoke a mood in the reader.
- The use of irony and black humor is common in gothic fiction.
- Not all narrators are completely reliable; unreliable narrators make us question the story and his or her motivation for telling the story.

Essential Questions

- What is a literary classic and why are these works important to the world?
- How does point of view, specifically first person narration enhance the reader's connection to the story?
- Is revenge ever justified?
- Are all narrators reliable?

Content

- Gothic elements are usually prominent in his writing: the supernatural, evil animals, dark, gloomy settings, intense emotion, return of the dead, etc.
- A literary classic is a work of the highest excellence and has something important to say about life or the human experience. It has withstood the test of time.

Skills

- Distinguish and identify gothic characteristics.
- Define allegory and explain and how "The Masque of the Red Death" fits the definition.
- Identify and explore the themes found in Poe's stories.

Unit #/Title	2/The Great Gatsby/The American Dream	Time Frame	4-6 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CC.1.5.11-12A Applying collaborative skills with communication skills in diverse groups.

Big Ideas	Essential Questions
• The American Dream represents a social, economic, and literary ideal that suggests that position, wealth, and power can be attained by anyone through hard work. • All good literature reveals truths about the human experience that transcends its time. • Literature is one artistic medium through which people grapple with the issues and conflicts of their time.	• To what extent does one's wealth, and all the luxuries that it provides, affect his ability to achieve what he desires? • How does an author's descriptions of geography and setting influence our understanding of character motivations and conflicts? • To what extent are characters disillusioned, or dissatisfied with their lives (e.g., their relationships, employment, social status, wealth, families, personal histories, etc.)? • What is the American Dream and to what extent is it achievable for all Americans? • How can knowing the historical and contemporary context of a novel enhance understanding? • How do writers use literary conventions, specifically symbolism and characterization, to develop their themes?
Content	**Skills**
• Historical context of the novel 1920s • A literary classic is a work of the highest excellence and has something important to say about life or the human experience. It has withstood the test of time. • Vocabulary development	• Evaluate the effect of class distinctions—old money versus "nouveau riche"—on social interactions and perceptions in the 1920s. • Analyze key symbols and symbol patterns (particular attention on color and weather/seasons) • Evaluate the way in which some characters see The American Dream as an illusion, others see it as a tangible reality; still others fail to attain it because of their unrealistic approach. • Reflect on own experience and gain perspective on the values and lifestyles of others (American dream) • Use textual evidence to support a written interpretation of a work

Unit #/Title	3/The Adventures of Huckleberry Finn/ Coming of Age and Censorship	Time Frame	4-6 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

Big Ideas	Essential Questions
• Writers use satire to expose societal evils (i.e. man's cruelty to man, racism, and hypocrisy) • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • The capacity to make moral decisions is a measure of maturity	• What are the potential implications of moral decisions and actions? • What defines a hero? • In what ways is civilization not so civil? • Why are some people more superstitious than others? • In what ways do our life experiences shape the type of person we become? • How can knowing the historical and contemporary context of a novel enhance understanding? • What is the importance of reading "banned books"? • Why are books challenged/banned? How does censorship affect writers?
Content	**Skills**
• Vocabulary development • The effect of racism on cultural, economic and educational limitations placed on Black America in the South. • A literary classic is a work of the highest excellence and has something important to say about life or the human experience. It has withstood the test of time.	• Define satire as it relates to Twain's novel. • Define dialect and jargon as it relates to Twain's novel. • Parallel Huck Finn to the bildungsroman (coming of age) genre. • Define American racism then and now. • Define episodic structure and determine which are most central to the story. • Identify the archetype of the hero's journey, and apply it to various scenarios, using both print and non-print texts through Joseph Campbell's definition of a hero as explained in the Hero Cycle (mono-myth) • Use textual evidence to support a written interpretation of a work

Unit #/Title	4/Macbeth/Power, Fate, & Corruption (Drama)	Time Frame	4-6 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Big Ideas

- The themes of power, corruption, and blind ambition are timeless.
- Nearly all men can stand adversity, but if you want to test a man's character, give him power.
- Writers use their craft to comment on the human condition.
- Writers use literature to examine the choices that people make and the accompanying consequences.
- Drama is written to be performed.

Essential Questions

- How does power corrupt human behavior?
- How does fate/free will dictate behavior?
- How much control do we have over our lives, choices, actions?
- How do people deal with guilt?
- How do humans deal with the conflicting elements within their personalities? (ie. good vs. evil)
- How can paraphrasing and summarizing help us to better understand complex texts?
- How can body language and voice be used to convey meaning?

Content

- The plot and characters of *Macbeth*
- Various stylistic techniques specific to Shakespeare's work, major themes of the play, and the concept of fate versus free will
- Aristotle's six elements of tragedy
- Dramatic devices (soliloquy, asides, dramatic irony, etc)
- A literary classic is a work of the highest excellence and has something important to say about life or the human experience. It has withstood the test of time.
- Interpretation of Shakespearean language—reading and performing.

Skills

- Define equivocation (foul is fair)
- Evaluate the internal motivations of the characters
- Draw conclusions about the role of fate and free will on the human condition
- Craft responses that demonstrate understanding of the significant ideas in *Macbeth*
- Correctly define Aristotle's elements of tragedy and how Macbeth fits this definition.
- Read closely for textual details.
- Collect and organize evidence from texts to support analysis in writing.

Unit #/Title	5/Coming of Age Novella "The Body"	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11-12.F Understanding the development of themes and central ideas over the course of a text.
CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC 1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.3.11-12A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CC.1.3.11-12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

Big Ideas	Essential Questions
• Writers use a variety of stylistic devices to engage or entertain an audience. • The capacity to make moral decisions is a measure of maturity. • Writers use literature to examine the choices that people make and the accompanying consequences. • Readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.	• How can knowing the historical and contemporary context of a novel enhance understanding? • How do stereotypes affect character identity? • What does it mean to come of age? • What are rites of passage and why are they important to the shared human experience? • How does a writer develop a theme?
Content	**Skills**
• Vocabulary Acquisition • Literary devices (e.g., allusion, suspense, tone, foreshadowing, dialect, mood, symbolism) • Elements of literature (i.e., character, plot, setting, theme, point of view)	• Define coming of age and bildungsroman • Collect and organize evidence from texts to support analysis in writing. • Create a poem or short story inspired by the themes of the novella. • Use textual evidence to support a written interpretation of a work.

Unit #/Title	6/Self-Identity (Past, Present, Future)	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.11-12B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition
CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of Standard English, grammar, usage, capitalization, punctuation, and spelling.

Big Ideas	Essential Questions
• Writers bring stories to life by including many specific, vivid details. • Writers tell powerful stories by clearly describing memories or thoughts in their minds. • Writers intentionally craft dialogue to enhance spoken words and to convey tone. • A deliberate process—prewriting, revising, editing, and publishing—is essential to effective writing.	• How do memoirs help us to make meaning of our lives? • How do writers use reflection to make sense of prior experiences? • How does the use of appropriate conventions make our writing and speaking more effective?
Content	**Skills**
• narrative structure • use of writing process • vocabulary (thoughtshots, snapshots, mind-memory, baby steps, exploding the moment) • value of revision and editing • importance of goal setting • the difference between goals and dreams	• Create an effective personal narrative/elementary moment piece (the past) • Communicate an experience using thoughtshots and snapshots • Use sensory details to develop content in a memoir • Construct properly formatted dialogue • Write a lead that draws in a reader • Vary sentence length to improve style in writing • Write a conclusion that communicates the significance of an event to the reader (lessons learned, growth achieved, etc) • Publish blog/webpage

Unit #/ Title	7/The Southern Gothic Tradition & Contemporary Horror (Faulkner, O'Connor, Jackson, & King)	**Time Frame**	4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11-12D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.
CC.1.3.11-12B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences, and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Big Ideas	Essential Questions
• All good literature reveals truths about the human experience that transcends its time. • Literature is one artistic medium through which people grapple with the issues and conflicts of their time. • Effective readers use appropriate strategies to construct meaning.	• How does interaction with text provoke thinking and response? • How does knowing the historical and contemporary context of literary works help us comprehend texts better? • What characteristics of a literary work have made it influential over time? • How do writers express the social and personal anxieties of their time?
Content	**Skills**
• Vocabulary acquisition • Literary devices (e.g., allusion, suspense, tone, foreshadowing, dialect, mood, symbolism) • Elements of literature (i.e., character, plot, setting, theme, point of view) • The differences among Gothic fiction, Gothic Romance, and Southern Gothic Elements.	• Develop a logical argument (about the continue tradition or the need for change.) • Compare works of fiction in the same genre • Draw conclusions about the characteristics of the genre • Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond • Evaluate the generally skeptical, pessimistic, or critical positions adopted by gothic writers. • Comprehend and evaluate complex texts across a range of types and disciplines. • Use textual evidence to support a written interpretation of a work.

Unit #/Title	8/Hemingway & Perkins Gilman/Gender Roles/Masculine & Feminist Lenses	Time Frame	2-3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11-12D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.
CC.1.3.11-12B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences, and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Big Ideas

- All good literature reveals truths about the human experience that transcends its time.
- Literature is one artistic medium through which people grapple with the issues and conflicts of their time.
- Effective readers use appropriate strategies to construct meaning.
- Social commentary can be imbedded in any kind of fiction.

Essential Questions

- How does *gender* matter/function in stories?
- What qualities make a piece of literature great? Is it time to "rethink the canon"?
- What are the social expectations of men and women in these stories?
- What is a feminist literature?

Content

- Vocabulary acquisition and key terms in feminist literary theory (subjugate, hegemony, exploitation, oppression, gender expectations, gender roles)
- Literary devices (e.g., allusion, suspense, tone, foreshadowing, dialect, mood, symbolism)
- Elements of literature (i.e., character, plot, setting, theme, point of view)
- Types of critical analyses - looking at literature through the feminist's lens

Skills

- Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.
- Analyze these stories through "the feminist's lens" (Identify how women are portrayed/depicted in these stories, gender expectations, roles in the family structure/household, etc)
- Synthesize and use multiple sources of research to substantiate their learning and justify their conclusions about a text.
- Comprehend and evaluate complex texts across a range of types and disciplines.
- Use textual evidence to support a written interpretation of a work.

Unit #/Title	9/Novel Study: The Kite Runner - Sin & Redemption	Time Frame	4-6 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11-12D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.
CC.1.3.11-12B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences, and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11–12.J 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.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Big Ideas	Essential Questions
• All good literature reveals truths about the human experience that transcends its time. • Literature is one artistic medium through which people grapple with the issues and conflicts of their time. • Effective readers use appropriate strategies to construct meaning. • Social commentary can be imbedded in any kind of fiction. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	• How do readers know what to believe in what they read, hear, and view? • What are the social expectations of men and women in these stories? • How does censorship affect writers? • What is the importance of reading "banned books" • How can knowing the historical, geographical, and contemporary context of a novel enhance understanding? • What qualities make a piece of literature great? Is it time to "rethink the canon"? • How do stereotypes affect character identity?
Content	**Skills**
• Vocabulary acquisition • Literary devices (e.g., allusion, suspense, tone, foreshadowing, dialect, mood, symbolism) • Elements of literature (i.e., character, plot, setting, theme, point of view)	• Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond. • Comprehend and evaluate complex texts across a range of types and disciplines. • Use textual evidence to support a written interpretation of a work.

Unit #/Title	10/American Justice/Drama "Twelve Angry Men"	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11-12D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12F Evaluate how words and phrases shape meaning and tone in texts.

Big Ideas	Essential Questions
• Social commentary can be imbedded in any kind of fiction. • Performers communicate ideas, emotions, and perspectives through movement, sound, imagery, and language. • Drama is a way of understanding traditions, perspectives, cultures, and worldviews. • Drama is written to be performed.	• What elements distinguish a play from other genres? • How easy it is to stand alone in your own beliefs against others? • How can body language and voice be used to convey meaning? • Does our democratic system place too much control in the hands of those unskilled in the law? • What rhetorical appeals are used to persuade others?
Content	**Skills**
• Vocabulary acquisition • Literary devices (e.g. suspense, tone, foreshadowing, mood) • Elements of literature (i.e., character, plot, setting, theme, point of view)	• Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond. • Use textual evidence to support a written interpretation of a work. • Use voice inflection, emotion, and volume to perform.

Unit #/Title	11/Opposing Viewpoints/Group Symposium/Research	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Big Ideas

- There are effective methods for making a sound argument, including using logos, ethos, and pathos, understanding and avoiding logical fallacies, and using credible, relevant, varied research.
- Using supportive evidence and scholarly research will validate and justify their stance throughout their presentation.

Essential Questions

- How does the symposium topic affect the national consciousness? (Why is the topic important and why should we care?)
- What is the value in being an effective group member?
- How do learners develop and implement presentations that effectively communicate ideas to an audience and engage and elicit audience participation?

Content

- **Devices, Elements, Terminology:** bias, objective, subjective; rhetorical appeals--ethos, logos, pathos; modes of development--compare/contrast, analogy, description, classification, anecdote, cause and effect, definition and extended definition, process, thesis, claims
- **Research:** Google Advanced, EBSCOhost, Opposing Viewpoints in Context, Search Limiters, Keywords, NoodleTools, MLA-Style
- **Writing the Presentation:** Quotation integration, analysis/commentary, concrete detail, thesis, evidence, MLA format, quoting, paraphrasing
- **Presenting:** "Hook," Optimizing for Attention, Using Relevant, compelling Images and Video, Using Transitions, Text, Color, and Embedded Discussion Questions to Enhance Audience Comprehension and Engagement
- **Audience participation:** Active listening, synthesizing information, questioning the panel, preparing rebuttal arguments

Skills

- Identify, analyze, and write claims and counterclaims (reading/writing)
- Identify intended audience and write for an intended audience, understanding what information to exclude/include (reading/writing)
- Identify and evaluate the effectiveness of ethos, logos, and pathos
- Strategically use ethos, logos, and pathos in presentation
- Develop effective keywords for research
- Conduct advanced searches in Google Advanced, EBSCOHost, and Opposing Viewpoints
- Comprehend, annotate, and synthesize information from a variety of articles in Opposing Viewpoints
- Organize notes and resources in Google Doc template
- Develop clear claim/thesis statement
- Develop counterclaim(s)/concede the point
- Provide researched evidence to support claim/ counterclaim
- Integrate credible sources
- Illustrate a clear understanding of the chosen controversial topic.
- Formulate probing or clarifying questions
- Validate and justify a stance throughout a presentation, using supportive evidence from research.
- Defend a stance and why it is superior to the opposition.

	• Create a visual aid to better support the claims made throughout the presentation.

Unit #/Title	12/Vocabulary	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.3.11-12.J 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.
CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.
CC.1.4.11-12.X 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 discipline-specific tasks, purposes and audiences.
CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.4.11-12.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Big Ideas	Essential Questions
• The continual acquisition of new vocabulary terms is beneficial to both written and oral expression. • A robust vocabulary is critical to reading comprehension. • Words can have various meanings and are best studied and learned in context. • Vocabulary words must be used repeatedly in speech and writing to become a permanent part of one's knowledge base.	• How does the continual acquisition of new vocabulary terms improve listening, speaking, reading, and writing skills? • What are effective strategies for learning new vocabulary terms?
Content	**Skills**
• Definition, part of speech, synonyms, antonyms, accurate usage • Associations relevant to a word's meaning in different contexts	• Define new vocabulary terms • Identify parts(s) of speech of new terms • Identify and analyze word relationships and multiple meanings of new terms • Accurately implement new terms in writing pieces