

| Week | Marking Period 1 | Week | Marking Period 3 |
|------|--|------|---|
| 1 | <i>Short Story Unit using The Language of Literature Text: The Plainswoman, Two Kinds; The Most Dangerous Game; Where Have You Gone, Charming Billy?(Advanced and College Prep can use the Marking Period to Focus on the Elements of a Short Story)</i> | 21 | <i>Drama Unit: Begin with Greek Mythology (The Odyssey); Grammar Focus: Parts of a Sentence Subject/Predicate</i> |
| 2 | <i>Vocabulary Unit 1; The Necklace; American History; The Scarlet Ibis</i> | 22 | <i>Vocabulary Unit 11; Greek Mythology: Antigone, Alcestis; Grammar Focus: Parts of a Sentence Direct Obj./Indirect</i> |
| 3 | <i>Grammar Unit: Nouns and Pronouns; The Gift of the Magi; The Sniper; Marigolds</i> | 23 | <i>Greek Mythology continued...</i> |
| 4 | <i>Vocabulary Unit 2; Introduction to Drama Unit: Inherit the Wind (Honors); The Bass, the River, and Sheila Mant</i> | 24 | <i>Vocabulary Unit 12; Grammar Focus Commas</i> |
| 5 | <i>Inherit The Wind (Honors); Memoir Unit</i> | 25 | <i>Greek Mythology: Antigone's Red, The Surprise, The Flight of Aeneas</i> |
| 6 | <i>Vocabulary Unit 3; Inherit The Wind (Honors); Memoir Unit</i> | 26 | <i>Vocabulary Unit 13; Grammar Focus Commas</i> |
| 7 | <i>Grammar Focus: Nouns and Pronouns</i> | 27 | <i>Introduction to Shakespeare; Romeo and Juliet Unit</i> |
| 8 | <i>Vocabulary Unit 4; Introduction to Arthur Miller Unit (All My Sons and A View From The Bridge)</i> | 28 | <i>Vocabulary Unit 14; Romeo and Juliet</i> |
| 9 | <i>Grammar Focus: Nouns and Pronouns; Through The Tunnel (Honors)</i> | 29 | <i>Romeo and Juliet; Grammar Focus Commas</i> |
| 10 | <i>Vocabulary Unit 5</i> | 30 | <i>Vocabulary Unit 15; Romeo and Juliet</i> |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | <i>Vocabulary Unit 6; Novel Unit: Independent Novel Reading (4 weeks Advanced and College Prep) Library Day: Book Talk; In class reading with Reading Packet (vocabulary, plot development)</i> | 31 | <i>Detective/Mystery Unit: Agatha Christie, Ray Bradbury, Sue Grafton; Grammar Focus Semicolon</i> |
| 12 | <i>Novel Unit: Independent Reading; Arthur Miller Unit Honors</i> | 32 | <i>Vocabulary Unit 16; Mystery Unit Continued...; Introduction to Poetry</i> |
| 13 | <i>Vocabulary Unit 7; Grammar Unit Adjectives</i> | 33 | <i>Poetry Unit; Grammar Focus Capitalization and Commonly Misused Words</i> |
| 14 | <i>Novel Unit: Independent Reading; Arthur Miller Unit Honors</i> | 34 | <i>Vocabulary Unit 17; Dystopian Literature Unit: Anthem, Animal Farm, By The Waters of Babylon</i> |
| 15 | <i>Grammar Focus Verbs</i> | 35 | <i>Dystopian Literature and Poetry continued...</i> |
| 16 | <i>Vocabulary Unit 8</i> | 36 | <i>Vocabulary Unit 18</i> |

DEPARTMENT EnglishCOURSE: English I Honors/Advanced/College Prep

| | | | |
|----|---|----|--|
| 17 | <i>Grammar Focus Adjectives</i> | 37 | <i>Charles Dickens' Great Expectations Unit</i> |
| 18 | <i>Project- Book Talk and Post a Review on the OPALS database (Advanced and College Prep)</i> | 38 | <i>Vocabulary Unit 19; Great Expectations Unit</i> |
| 19 | <i>Vocabulary Units 9 and 10</i> | 39 | <i>Great Expectations Unit</i> |
| 20 | <i>Grammar Focus Verbs</i> | 40 | <i>Vocabulary Unit 20 Great Expectations Unit</i> |

| | |
|--|------------------|
| Time Frame | 6-8 weeks |
| Topic | |
| Short Story Unit | |
| Essential Questions | |
| <ol style="list-style-type: none">1. What are the elements of the short story?2. How does the author's use of the elements of the short story contribute to the effectiveness of the genre?3. What are the various methods of characterization?4. How does the author use various methods of characterization effectively within the text?5. How does the author establish the theme of the text?6. How does the author reveal various elements of the plot (exposition, rising action, climax, falling action, and resolution)?7. How does the author's use of literary devices contribute to the effectiveness of the story? | |
| Enduring Understandings | |
| <ul style="list-style-type: none">• Students will be able to identify the elements of a short story in other works.• Students will be able to recognize the various methods of characterization in other works.• Students will be able to analyze how an author reveals theme through use of literary devices and word choice.• Students will be able to identify elements of plot in other works. | |

Alignment to CCCS**WRITING**Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

READING: LITERATUREKey Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL1.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL1.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- **RL2.1.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

- **RL2.2.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- **RL2.3.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

- **RL3.1.** 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. (Include at least one play by Shakespeare and one play by an American dramatist).
- **RL3.2.** (Not applicable to literature)
- **RL3.3.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

- **RL4.1.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: INFORMATIONAL TEXT

Key Ideas and Details

- **RI1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RI1.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI1.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Key Concepts and Skills

- Analyze text for meaning and make inferences
- Determine theme and analyze the development over the course of the text
- Analyze complex character development over the course of the text.
- Analyze how author's word choice and use of literary devices contribute to plot.
- Determine author's point of view
- Write arguments to support claims
- Write explanatory texts to convey complex ideas.
- Write narrative text to develop real or imagined experiences.
- Plan, revise and edit writing
- Use technology to conduct research projects
- Participate in discussions

Learning Activities

Pre-reading Activities

- Students will conduct an author study and establish setting based on research
- Students will connect to topics presented in stories through quick writes (*ex: Most*)

Dangerous Game survival stories-What would you do if you were. . . ?)

- Students will define specific elements of short story for each work.

Reading Activities

- Students will create a reader’s notebook (journal) to aid in comprehension of and connection to stories
- Students will think critically and answer comprehension questions related to specific stories.
- Students will identify elements of plot on a graphic organizer (*Most Dangerous Game*).
- Students will identify various methods of characterization on a Venn diagram
- Students will use the text for in depth vocabulary study.
- Students will answer active reading questions within the text.
- Students will connect artwork to the story.
- Students will respond to open ended questions connecting topics to their own lives.
- Students will expand on their reading of the stories through a series of writing assignments (writing a sequel, change the ending, etc.)
- Students will strengthen grammar skills through grammar handbook.
- Students will create a visual representation of a short story (map of Ship Trap Island, reward poster, newspaper of events)
- Students will establish real world link by reading enrichment articles at end of story.
- Students will independently read a short story and analyze based on the elements of short story.
- Students will conduct a cooperative learning activity to create a character map.
- Students will develop letter writing skills in creating an imaginary letter from character to reader.
- Students will interview family members with war experience.
- Students will conduct research project based on related topic (i.e., Vietnam War, Great Depression).

Assessments

- Quick Writes (Do-Nows)
- Comprehension quizzes
- Exit Tickets (to assess students’ daily understanding of topics)
- Unit test
- Research project
- Independent short story analysis
- Class discussion

21st Century Skills

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

Interdisciplinary Connections

- | | |
|---|--|
| <ul style="list-style-type: none"> • Social Studies • Science • Geography • Public Speaking | <ul style="list-style-type: none"> • Psychology/Sociology • Art • Music • TV Productions |
|---|--|

Technology Integration

- Information will be presented using data projector, ELMO, You Tube, Ipod, video (8.1.9.B, 8.1.9.E)
- Students will use databases to conduct research (8.1.9 B, 8.1.9.E)

| Course name | Level | Time Frame |
|-------------|-------|------------|
| English I | All | 4-6 Weeks |

Topic

Novel Unit + Summer Reading (Half Broke Horses, Hotel on the Corner of Bitter and Sweet, The Last Days of Summer, The Curious Incident of the Dog in the Night, The Other Wes Moore)

Essential Questions

1. Where does the author use figurative language within a text (e.g., irony, paradox, metaphor, simile, personification)?
2. How do the elements of setting and characterization construct meaning of how characters influence the progression of the plot and resolution of the conflict?
3. How does an author's use of words create tone and mood, and how does choice of words advances the theme or purpose of the work?
4. How does the author reveal various elements of the plot (exposition, rising action, climax, falling action and resolution)
5. How do literary devices affect reading emotions and understanding within the novel?
6. How are moral dilemmas in works of literature, as revealed by the characters and their motivations?
7. How are recurring themes present across literary works, and in which ways are these themes and ideas developed?

Enduring Understandings

- Students will be able to analyze figurative language within the text
- Students will understand how elements of setting and characterization influence the progression of plot and contribute to the conflicts.
- Students will explore how the author's use of words creates tone and mood and advances the theme or purpose of the work.
- Students will identify elements of plot within the novel.
- Students will analyze how literary affect reading emotions and understanding with the novel.
- Students will analyze how moral dilemmas in works of literature are revealed by characters' motivations and behaviors.
- Students will recognize and analyze recurring themes across literary works.

Alignment to Common Core and Career Standards ELA**WRITING**Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

READING: LITERATUREKey Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL1.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL1.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- **RL2.1.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL2.2.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL2.3.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Range of Reading and Level of Text Complexity

- **RL4.1.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SPEAKING & LISTENINGComprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Presentation of Knowledge and Ideas

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

Key Concepts and Skills

Identify figurative language devices within the novel

Analyze the effectiveness of figurative language devices within the novel

Determine how an author's use of words creates tone and mood

Analyze how the author's choice of words advances the theme or purpose of the novel

Identify various elements of the plot (exposition, rising action, climax, falling action and resolution)

Analyze how literary affect reading emotions and understanding within the novel

Analyze how moral dilemmas in works of literature

Identify recurring themes across literary works

Learning Activities

Pre-Reading:

- Students will define various literary terms and plot elements
- Students will conduct an author study and historical research on novel's context and time period
- Students will create a reader's notebook to use throughout novel reading
- Students will review active reading strategies

Reading Activities:

- Students will maintain a reader's notebook throughout the reading of the novel
- Students will utilize active reading strategies and document evidence of reading in reader's notebook.
- Students will use a graphic organizer to create a plot analysis (exposition, rising action, climax, falling action and resolution)
- Students will identify textual evidence of various plot elements (direct quotes)
- Students will use a graphic organizer to analyze various characters in the novel
- Students will provide textual evidence of character traits

- Students will use a graphic organizer the create a thematic analysis
- Students will analyze theme within novel and make connections to other works
- Students will create a project related to the theme of novel

Assessments

- Quick Write (Do-Nows)
- Review of reader’s notebook for accuracy and content
- Journal writing based on thematic connections to novel
- Comprehension quizzes
- Exit Ticket-formative assessment to determine students’ understanding of daily concepts
- Creative project (oral presentation, visual presentation, etc.)
- Class discussion
- Study guides (if applicable)
- Completion of graphic organizers
- Thematic project

21st Century Skills

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

Interdisciplinary Connections

- Social Studies
- Psychology
- Sociology
- Public Speaking

Technology Integration

- Elmo
- Powerpoint
- Databases
- Data Projector

Time Frame 4-6 Weeks**Topic**

Non-Fiction Author's Study – Memoir/Personal Essay

Essential Questions

1. How does the author establish his/her “voice” or unique way of using language to convey personality?
2. What elements contribute to the author’s voice and tone?
3. What is unique about the personal essay genre?
4. What issues are relevant to today’s society? i.e., poverty, race, gender, health challenges
5. How is *The House on Mango Street* similar to *Tuesdays With Morrie*?
6. What are characteristics of the “vignette”?
7. How does the reader draw conclusions about characters, events, and other aspects of a story not directly stated.

Enduring Understandings

- Students will focus reading on building background through an author’s study of Sandra Cisneros, Morrie Schwartz and Mitch Albom
- Students will study a time line of events of author’s life and corresponding historical events
- Students will study literary contributions of authors and read one other work, i.e., poem or other novel
- Students will use Active Reading strategies to identify elements of theme, vignette, personal essay and memoir
- Students will establish a Reader’s Notebook to summarize and understand different perspectives and connect to their lives
- Students will develop an understanding of prose poem, “Cloud,” by Cisneros
- Students will learn about their genealogy through a series of family interviews
- Students will reflect on the people who have had a positive effect on their lives
- Students will establish their own goals for the future

Alignment to Common Core Standards: ELA**WRITING**

- **W1.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W2.2.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W2.3.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LANGUAGE**Conversations of Standard English**

- **L1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- **L1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.

Knowledge of Language

- **L2.1.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L2.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L2.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **L2.4.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING: LITERATURE

Key Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL1.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL1.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- **RL2.1.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **RL2.2.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- **RL2.3.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

- **RL3.1.** 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. (Include at least one play by Shakespeare and one play by an American dramatist).
- **RL3.2.** (Not applicable to literature)
- **RL3.3.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

- **RL4.1.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–CCR

text complexity band proficiently, with scaffolding as needed at the high end of the range.

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Key Concepts and Skills

- Determine the characteristics of a memoir and vignette.
- Analyze the voice and background of each author through the personal essay, poetry, and memoir
- By the end of grade 9, read a memoir and create a character sketch
- Students will work to write a personal memoir of key events in their lives
- Determine an author's style through use of literary devices in the works.
- Apply elements of author's style to write another chapter in Morrie Schwartz's life or another *Mango Street* vignette about Esperanza and her family.
- Cite main idea and summarize writer's unique way of using language to convey his or her personality through writing.
- Compare and Contrast author's experiences with student's own experiences
- Write an expository essay to support a thesis
- Write and present a series of vignettes for an oral presentation demonstrating command of formal English and public speaking skills
- Use technology (Video/DVD, Youtube)
- Evaluate speaker's effectiveness in oral presentation
- Write and edit to conform to MLA standards
- Demonstrate understanding of a writer's "voice."

Learning Activities

- **PRE-READING ACTIVITIES**
- Students will read an author's study through a web quest in preparation for reading the "vignette," and memoir
- Students will study structure of each genre and establish their own Reader's Notebook for active reading strategies
- Students will read various works by the authors, including poetry, personal essay, fiction, book review

- Students will incorporate cross curricular skills and create a time line of events to correspond to author's life
- Students will build background for reading by studying traditional values, connecting to their own lives, focusing on setting, studying vocabulary in text and understanding the term, "voice."
- **READING ACTIVITIES**
- Students will keep a Reader's Notebook to summarize to record thoughts, improve reading skills, collect ideas for writing and establishing a working portfolio
- Students will follow specific strategies for reading the memoir, i.e., predicting, visualizing, connecting, questioning, clarifying and evaluating.
- Students will create their own series of vignettes to form a memoir
- Students will read other works by the authors either in the text or online or listen to an interview with Mitch Albom on ESPN
- Students will write an essay supporting a thesis with textual references
- Students will write an essay establishing goals for the future and reflecting on a person or people who have influenced their lives
- Students will create an oral presentation of several vignettes from their project
- Students will listen and comment on speaking skills of classmates
- Students will record journal entries related to texts
- Students will create a character sketch based on *Mango Street* and *Tuesdays With Morrie*

Assessments

- Quick Write (Do Nows)
- Journal Check: used often for active reading skills like predicting, clarifying, questioning and responding to open-ended questions
- Oral presentation of personal vignettes
- Exit Ticket: used to assess student understanding and appreciation of genre
- Class Discussion and Contribution
- Student project of personal vignettes (student autobiography selecting topics from teacher/student generated list)
- Essay of literary analysis and personal essay on influential person
- Completion of character sketch
- Research paper on contemporary issue
- Review of DVD

21st Century Skills

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

Interdisciplinary Connections

- Social Studies
- TV productions
- Public Speaking
- Psychology of sociology

Technology Integration

- Youtube.com interviews with author
- DVD film version of *Tuesdays With Morrie*
- Audio Tapes author's reading
- I-Pod listening to pod cast by author
- Internet research on related topics
- Students will use school data bases for further research
- (8.1.9 B, 8.1.9 E)

| | |
|---|------------------|
| Time Frame | 4-5 weeks |
| Topic | |
| Shakespeare's <i>Romeo and Juliet</i> | |
| Essential Questions | |
| <ol style="list-style-type: none">1. How does Shakespeare's world of the Elizabethan era contribute to the cultural experience reflected in the drama?2. What is the central theme of the play?3. How does Shakespeare's use of poetic devices advance the theme?4. How do Shakespeare's complex characters interact and develop over the course of the drama?5. How does Shakespeare's language and word choice evoke a sense of time and place?6. What is the universal appeal of Shakespearean drama?7. What are the differences between short story genre and drama genre?8. How are the motifs presented in <i>Romeo and Juliet</i> similar to issues related to young people today (suicide, relationships, parental issues, gangs, etc.)? | |
| Enduring Understandings | |
| <ul style="list-style-type: none">• Students will understand how Shakespeare's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.• Students will recognize the structures of a Shakespearean drama and the cultural experiences reflected during the Elizabethan era.• Students will identify dramatic conventions (e.g., dramatic irony, soliloquy, stage direction, and dialogue) in other works.• Students will identify and understand Shakespeare's use of poetic devices including: idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, alliteration and figurative language in other plays.• Students will analyze and appreciate Shakespeare's complex characters, their development over the course of the drama, their interaction with other characters.• Students will identify Shakespeare's use of allusion drawing on a wide reading of world literature.• Students will further develop research writing skills. | |

Alignment to Common Core Standards: ELA**WRITING****Text Types and Purposes**

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge

- **W3.1.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

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

LANGUAGE

Conversations of Standard English

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

Knowledge of English

- **L2.1.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

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

READING: LITERATURE

Key Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL1.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL1.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a

text, interact with other characters, and advance the plot or develop the theme.

Range of Reading and Level of Text Complexity

- **RL4.1.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: INFORMATIONAL TEXT

Key Ideas and Details

- **RI1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI1.2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI1.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Range of Reading and Level of Text Complexity

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

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Presentation of Knowledge and Ideas

- **SL2.1.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Key Concepts and Skills

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text
- Analyze how complex characters) develop over the course of a text

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time
- Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.
- Analyze how an author draws on and transforms source material in a specific work
- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Determine a central idea of a text and analyze its development over the course of the text,
- Analyze how the author unfolds an analysis or series of ideas or events
- Determine the meaning of words and phrases as they are used in a text,
- 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).
- Determine an author's point of view or purpose in a text
- Write arguments to supports claims
- Write explanatory texts to convey complex ideas
- Write narrative text to develop real or imagined experiences
- Write appropriate to task and audience
- Plan, revise and edit writing
- Use technology (internet) Conduct short research projects
- Gather information from multiple sources
- Draw evidence from literature and informational text to support research
- Write routinely over extended time frame for reflection and revision
- Initiate and participate in range of discussions
- Integrate diverse media formats
- Evaluate speaker's point of view and use of reasoning
- Present information supported by evidence
- Make strategic use of digital media
- Adapt a speech demonstrating command of formal English
- Demonstrate conventions of standard English grammar and usage when writing or speaking
- Write and edit to conform to MLA guidelines
- Determine meaning of unknown vocabulary
- Demonstrate understanding of figurative language and figures of speech

Learning Activities

Pre-Reading Activities

- Students will conduct vocabulary study of unique Shakespearean/Elizabethan words
- Students will study the structure and characteristics of an Elizabethan drama
- Students will review and discuss conventions of drama, poetic devices and literary terms
- Students will conduct an author background study through a Webquest
- Students will produce an oral presentation on Elizabethan focus area after researching a particular aspect of the era.

Reading Activities

- Students will keep an Elizabethan journal in order summarize and illustrate key scenes for comprehension
- Identifying and analyzing literary devices in graphic organizer
- Study guide questions will assist students understanding of events of plot
- Queen Mab project-students will read and analyze the allusion to Queen Mab and create a

- visual representing the image created by Mercutio
- Plot map-students will document key events of the plot
- Memorize speech
- Create newspaper based on plot, characters and conflict (predicting outcome for plot)
- Research paper relating *Romeo and Juliet* to contemporary topic
- Character map demonstrating understanding of character’s development throughout the course of the play
- Journal topics related to theme and concepts introduced in the play
- Analysis of soliloquy
- Compare *Romeo and Juliet* to contemporary work (*West Side Story*)
- Set design for *Romeo and Juliet*

Assessments

- Quick Write (Do Nows)
- Journal Check: used often for active reading skills like predicting and responding to open ended questions.
- Essays: Expository, Creative, Persuasive requires students to analyze themes and personal experiences through writing
- Comprehension Quizzes
- Exit Ticket: used to assess students’ understanding of concepts
- Unit Test
- Creative Project
- Oral Presentation – Memorized soliloquy
- Class Discussion
- Study guide questions
- Completion of Graphic Organizer
- Research paper

21st Century Skills

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

Interdisciplinary Connections

- Social Studies
- Science
- Psychology of sociology
- TV Productions
- Public Speaking

Technology Integration

- Elmo
- YouTube
- Data Bases
- Video Camera
- Video/DVD
- Audio Tapes

(8.1.9.B & 8.1.9.E)

| Course name English I | Level Honors/Advanced | Time Frame 4 Weeks |
|--|--------------------------|--------------------|
| Topic | | |
| Great Expectations – The Novel | | |
| Essential Questions | | |
| <ul style="list-style-type: none">• What are the elements of the novel as genre?• What differentiates the novel from other genres?• How does the novelist develop plot?• How does the protagonist’s “quest” reflect a journey of self-discovery?• How is the protagonist altered as he tries to fulfill the promise of his “great expectations?”• How do the novel show more complex interrelationships of characters as they move from scene to scene and from incident to incident?• Connect to social studies unit on 19th century London as portrayed through the novel and the protagonist, Pip.• Historical connection to social norms of the Victorian era.• Work of study: Great Expectations by Charles Dickens | | |
| Enduring Understandings | | |
| <ul style="list-style-type: none">• The theme of the “quest” is a universal theme along with the concepts of love, sacrifice, loyalty, justice and freedom.• To establish a deeper understanding of the concept of the novel.• The ability to identify relationships between and among characters, plot, theme, conflict, and resolution and their influence on the effectiveness of a literary piece.• The ability to explore a novel and the techniques that authors use to convey messages and evoke responses.• The ability for students to connect literature to their own lives and daily experiences.• The ability for students to historical perspectives of the Victorian era. | | |

Alignment to Common Core and Career Standards ELA**WRITING**Text Types and Purposes

- **W1.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W1.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

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

Research to Build and Present Knowledge

- **W3.1.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

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

LANGUAGE

Conversations of Standard English

- **L1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Vocabulary Acquisition and Use

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

READING: LITERATURE

Key Ideas and Details

- **RL1.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL1.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text,

including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **RL1.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- **RL2.1.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL2.2.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL2.3.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

- **RL3.1.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- **RL3.3.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

SPEAKING & LISTENING

Comprehension and Collaboration

- **SL1.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

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

Key Concepts and Skills

- Reading aloud.
- Sustained silent reading.
- Work in groups for thinking/pair share/ and team projects

Recognize the basic elements of short story, specifically setting, characterization, point-of-View and plot

- Identification and summarization of comprehended materials.
- Composition of essays: expository and narrative
- Research and evaluation of non-fiction articles.
- Recognize author’s purpose and analyze the corresponding theme
- Make predictions, assumptions, and inferences about characters decisions and draw conclusions using this information
-

Learning Activities

- Students will think critically and answer comprehension questions related to the novel.
- Group discussion of active reading strategies, including visualizing, clarifying, predicting.
- Compose character list and plot map
- Vocabulary study
- Character map of protagonist in three stages of novel.
- Debating issues of 19th Century London via Dickens commentary
- Writing journal from character’s point of view
- Defining a “gentleman” with research and drawing
- Examining the importance of Conflicts
- Discovering character motives through discussion and comprehension questions.
- Connecting to life with Do Nows
- Students will take active notes on author’s background, setting, and character list.
- Students will write about an experience or person who helped bring change in their lives.
- Reading Comprehension questions as the end of each phase of Pip’s “Expectations.”
- Keep an active reading notebook for responses to quotes.
- Composition on one of the prevalent themes in the novel: Great Expectations, the quest, appearance vs. reality, crimes and prisons.
- Mini research project on an aspect of the novel or 19th Century London.

Assessments

- Research Paper/Project on Victorian Era (Entertainment, Games, Music, Food, Etiquette, Gender Roles)
- Research and Present Information (Group Work Style)
- Study Guide Questions
- In Class Discussion and Reading Quizzes
- Quote and Character Identification
- Vocabulary Assessment
- Assessments of each stage of Great Expectations
- Final Unit Test

21st Century Skills

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

DEPARTMENT

English

COURSE: English I Honors/Advanced/College Prep

Skills

Literacy

Interdisciplinary Connections

- Social Studies 19th Century London
- History – Colonization of Australia
- Sociology
- Psychology

Technology Integration

- Overhead Data Projector
- ELMO
- Youtube.com
- Students will use library databases for research (8.1.10.B, 8.1.10.E)
- Video excerpts of movie *GREAT EXPECTATIONS*