

Course: 10th Grade World Literature and Composition
Unit & Theme: Unit 1: The War with Each Other
Teachers: Benford
Extended Text(s): *Lord of the Flies* by William Golding

Focus Standards	
<ul style="list-style-type: none"> • ELACC9-10RL1&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text. • ELACC9-10RL2: Determine a theme or central idea of 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. • ELACC9-10RI2: Determine a central idea of 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. • ELACC9-10RL4: 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). • ELACC9-10RI4: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • ELACC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • ELACC9-10W10: 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. • ELACC9-10SL1: 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. • ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • ELACC9-10L3: 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. 	
Assessments	Details
<i>close-reading analysis (focus on literary text/passage)</i>	Using an excerpt from <i>Lord of the Flies</i> , students draw on evidence in the text to answer a specific question related to the message the text conveys.
<i>Close-reading analysis</i>	Students complete <i>Lord of the Flies</i> reading guide
<i>Character analysis / persuasive writing(focus on specific character with text)</i>	Students write an essay discussing a self-selected character from “Everyday Use” and analyze who they think the quilts should belong to
<i>Socratic seminar (synthesis of texts, literary and informational (including media), related to central theme of unit)</i>	How does our environment impact our emotional identity?

Unit Map					
Dates	Monday	Tuesday	Wednesday	Thursday	Friday
August 3-7	<ul style="list-style-type: none"> Read “Theme for English B” Discuss / practice close – reading and annotation (teacher- model) <p>Pre-test – students write theme statements</p> <ul style="list-style-type: none"> HW: Students write a page (first 5 lines of poem) 	<ul style="list-style-type: none"> Review course syllabus Students complete interest inventory Discuss theme / theme statements (notes) Review close-reading strategies (teacher model) Complete close-reading and annotation of Did I miss anything 	<ul style="list-style-type: none"> Students complete QW Discuss Tone / notes Review close reading / annotation for “Did I Miss Anything” Students complete theme and tone statements for “Did I Miss Anything” and identify text evidence to support theme and tone. 	<ul style="list-style-type: none"> Students complete QW Group survival activity Begin reading <i>Lord of the Flies</i> Read / analyze ch. 1 discuss symbolism 	<ul style="list-style-type: none"> Read / Analyze / Discuss <i>Lord of the Flies</i> Students work on reading guide and vocabulary Review symbolism complete symbolism graphic organizer and double entry journal
August 10 - 14	<ul style="list-style-type: none"> <i>Lord of the Flies</i> Read / Discuss / Analyze Symbolism, motif, imagery focus lessons Students work in pairs to identify and analyze symbols throughout the text. 	<ul style="list-style-type: none"> Character analysis group project Analyze characterization and impact on the plot for a character in <i>Lord of the Flies</i> 	<ul style="list-style-type: none"> Complete / present group character analysis projects Students complete character analysis charts as groups present 	<ul style="list-style-type: none"> Read / Analyze / Discuss <i>Lord of the Flies</i> Students work on reading guide and vocabulary Review symbolism complete symbolism graphic organizer and double entry journal 	<ul style="list-style-type: none"> Read / Analyze / Discuss <i>Lord of the Flies</i> Students work on reading guide and vocabulary Review symbolism complete symbolism graphic organizer and double entry journal
August 17-21	<ul style="list-style-type: none"> QW Read / Analyze / Discuss <i>Lord of the Flies</i> Students work on reading guide and vocabulary View film clips as a review 	<ul style="list-style-type: none"> Visual Literacy: Students respond to image in QW notebook Quiz – LOTF, Theme, symbolism. Tone 	<ul style="list-style-type: none"> LOTF wrap up – “mystery” group projects- students work in groups, pairs, or individually to analyze and present a final chapter from LOTF. Students are responsible for creating a medium to share the information and analysis of the chapter with their peers. Give the expectations and they create the product for their assigned chapter. 	<ul style="list-style-type: none"> Students work to complete group projects View / analyze film clips. Students complete and submit film analysis charts. 	<ul style="list-style-type: none"> Class update / grade report sent home Students present final chapters of LOTF Discuss theme CW/HW: Students complete CR & Analysis of “Everyday Use”.
August 24 -28	<ul style="list-style-type: none"> QW Read / Analyze / Discuss “Everyday Use” Students complete character analysis chart and aCR Questions 	<ul style="list-style-type: none"> Discuss Rhetorical Appeals Analyze “Everyday Use” using Rhetorical appeals Identify and Discuss the theme and tone of the text 	Writing Workshop <ul style="list-style-type: none"> Writing Workshop Intro Persuasive writing techniques Discuss essay rubric Students begin writing rough draft of essay: Who gets the quilts 	<ul style="list-style-type: none"> Writing Workshop Peer editing, One-on-one student conferences Read / analyze and discuss “Dulce Et Decorum Est” 	<ul style="list-style-type: none"> Read/ analyze / discuss “Growing up on the Continent of Africa” Identify / analyze theme and tone

August 31 – September 4	<ul style="list-style-type: none"> • Assessment – PERSUASIVE ESSAY DUE • Students read and analyze texts about riots • Students discuss the theme of the text with that from LOTF 	<ul style="list-style-type: none"> • Students read and analyze texts about unit 1 theme. • Students discuss the theme of the text with that from LOTF 	<ul style="list-style-type: none"> • Unit 1 Test • Socratic Seminar Prep • Complete SS graphic organizer • What is the root cause of conflict? How can we settle the war with each other? 	<ul style="list-style-type: none"> • Socratic Seminar Prep • Complete SS graphic organizer • What is the root cause of conflict? • How can we settle the war with each other? 	<ul style="list-style-type: none"> • Assessment: Socratic Seminar - • Students reflect on unit one.
-------------------------	---	---	--	---	---

Potential Activities to Include in Outline	
<ul style="list-style-type: none"> • Assessment (diagnostic, formative, summative) • Mini-Lessons • Whole-Class Instruction • Small-Group Activity • Differentiation/Grouping • Reading Due Dates • Close-Reading Activity • Writing Process Activity • Discussion Activity • Language or Syntax Activity 	