

7th Grade Language Arts

Course Description: In language arts, the focus is on oral and written communication skills. Students learn about the six trait rating guide and the writing process. Writing projects include: personal narratives, descriptive paragraphs, persuasive writing, research papers, and grammar lessons.

Timeline: 3 weeks

Unit #1 :6 Traits

Essential Questions:

1. What are the steps to the writing process?
2. What is the difference between editing and revising?
3. What are the 6 traits of writing?
4. How can the 6 traits improve your writing?
5. What is the difference between expository and persuasive writing?
6. How is the writer's handbook a useful resource?

Standards:

1. 7.W.1.2
2. 7.W.1.3
3. 7.W.2.2

Content of Unit:

1. Writing Process
2. Evaluate writing for the 6 traits
3. Writer's Handbook
4. Identifying 6 traits
5. Types of writing

Assessment:

1. Unit Test over 6 Traits and Writing Process

Seventh Grade Language Arts

Course Description:

Timeline: 5 weeks

Unit #3: Narrative

Essential Questions:

1. What source can you use to help improve your word choice?
2. How does using pronouns improve word choice?
3. How is word choice affected by your audience?
4. What is the purpose of narrative writing?

Standards:

1. 7.W.1.2
2. 7.W.1.3

Content of Unit:

- | | |
|--------------------------|--------------------|
| 1. Interjections | 6. Dialogue " Hi!" |
| 2. Word Choice | 7. Resources |
| 3. Pronouns | |
| 4. Prepositional Phrases | |
| 5. Possessive Nouns | |

Assessment:

1. Personal Narrative
2. Laws of Life Essay Contest

7th Grade Language Arts

Course Description:

Timeline: 5 Weeks

Unit #5: Research/Expository

Essential Questions:

1. What are the key components to paraphrasing?
2. What is the purpose of expository writing?
3. Why is it important in expository writing to base information on facts?
4. Inviting introductions and satisfying conclusions are a component of which writing trait?
5. What are the key components of a credible source?

Standards:

1. 7.W.1.1
2. 7.W.1.2
3. 7.W.1.3
4. 7.W.1.4
5. 7.LVS.1.4

Content of Unit:

- | | |
|-----------------|----------------------|
| 1. Paraphrasing | 6. Audience/Purpose |
| 2. Word Choice | 7. Resources |
| 3. Transitions | 8. Fact vs. Opinions |
| 4. Comma Rules | |
| 5. Summarize | |

Assessment:

1. Final Research Paper

7th Grade Reading

Course Description: Seventh grade emphasizes vocabulary development, reading comprehension, and developmental reading skills. Various novels and stories are read. Units of study include short stories, novels, poetry, nonfiction, drama, and world cultures. Students also write seven book reviews from self-selected fiction read over the course of the school year.

Unit: Short Story

Timeline: 3-4 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. What are the five types of **conflict**?
2. What is the difference between **external** and **internal conflict**?
3. What are the elements of a **plot/plot diagram**?
4. How do you determine **point of view**?

Standards: (taken from state website)

1. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
2. 7.R.2.2 – Students can **read** fluently to comprehend grade-level text.
3. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
4. 7. R.3.2 – Students can **identify** how authors use literary elements to create meaning.
5. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
6. 7.R.4.1 – Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.
7. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Plot Diagrams
2. Comprehension Strategies and/or Literature Circles

Assessment: (Flexible by teacher)

1. Unit Tests over Plot

7th Grade Reading

Unit: *Heart of a Champion*

Timeline: 3 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. How do you determine the narrator in the different **points of view**?
2. What possible **themes** could be identified from this selection?
3. How does making **personal connections** affect your understanding of the plot of this story?
4. How is **flashback** used in this novel?

Standards: (taken from state website)

1. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
2. 7.R.2.2 – Students can **read** fluently to comprehend grade-level text.
3. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
4. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
5. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
6. 7.R.4.1 – Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.
7. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Study Guides
2. Class Discussion and/or Literature Circles

Assessment: (Flexible by teacher)

1. Unit Exam
2. Multiple Chapter Quizzes

7th Grade Reading

Unit: *The Lightning Thief*

Timeline: 3-5 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. What is a **Greek myth**?
2. Why is this novel a combination of **mythology, realistic fiction and fantasy**?
3. What is **genre**?

Standards: (taken from state website)

1. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
2. 7.R.2.2 – Students can **read** fluently to comprehend grade-level text.
3. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
4. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
5. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
6. 7.R.4.1 – Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.
7. 7.R.5.1 – Students can **determine** which reference sources will provide the best information for the assigned task.
8. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Literature Circles
2. Group Project on Mythology

Assessment: (Flexible by teacher)

1. Group Projects
2. Group Discussion
3. Unit Test

7th Grade Reading

Unit: Poetry

Timeline: 3 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. How is **imagery** used in poetry?
2. How is **figurative language** used in poetry?
3. How does an author's **tone** help create **mood**?

Standards: (taken from state website)

1. 7.R.1.2. Students can **infer** how word choice affects meaning.
2. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
3. 7.R.2.2 – Students can **read fluently** to comprehend grade-level text.
4. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
5. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
6. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
7. 7.R.4.1 – Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.
8. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Textbook activities
2. Reading a song as a poem activity
3. Exploration/Discussion

Assessment: (Flexible by teacher)

1. Take-home Test
2. Write different kinds of poetry.

7th Grade Reading

Unit: *A Christmas Carol*

Timeline: 3-4 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. What are some key elements of **characterization**?
2. How does the **time period** from *A Christmas Carol* affect what Dickens writes about?
3. How is the language of *A Christmas Carol* different from **contemporary fiction**?

Standards: (taken from state website)

1. 7.R.1.2 – Students can **infer** how word choice affects meaning.
2. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
3. 7.R.2.2 – Students can **read fluently** to comprehend grade-level text.
4. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
5. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
6. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
7. 7.R.4.1 – Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.
8. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Study Guides
2. Introduction to Dickens and Victorian England
3. Teacher-led Discussions/Student Discussion Groups

Assessment: (Flexible by teacher)

1. Quizzes
2. Final Test

7th Grade Reading

Unit: *Touching Spirit Bear*

Timeline: 3-4 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. How does Native American **culture** affect the novel?
2. What kinds of **conflict** can be identified in this novel?
3. How is **mood** portrayed throughout the novel?

Standards: (taken from state website)

1. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
2. 7.R.2.2 – Students can **read** fluently to comprehend grade-level text.
3. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
4. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
5. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
6. 7.R.4.1 – Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.
7. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Study Guides
2. Class Discussion
3. Literature Circles

Assessment: (Flexible by teacher)

1. Project-based Testing

7th Grade Reading

Unit: *The Monsters Are Due On Maple Street*

Timeline: 3-4 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. What is **drama** and why does it have such a long history?
2. What lessons can we learn about **human nature** from this play?
3. What **elements of drama** can you identify?

Standards: (taken from state website)

1. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
2. 7.R.2.2 – Students can **read fluently** to comprehend grade-level text.
3. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
4. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
5. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
6. 7.R.4.1 – Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.
7. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Read aloud for expression.
2. Discussion Groups—Student-led or Teacher-led

Assessment: (Flexible by teacher)

1. Unit Test

7th Grade Reading

Unit: Nonfiction

Timeline: 2 weeks

Essential Questions: (3-5) (Kid language & benchmark skills)

1. What is the difference between **fiction** and **nonfiction**?
2. How would a student know which **resources** would best be used for a research paper?
3. What is the difference between a **fact** and an **opinion**?

Standards: (taken from state website)

1. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
2. 7.R.2.2 – Students can **read** fluently to comprehend grade-level text.
3. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
4. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
5. 7.R.5.1 – Students can **determine** which reference sources will provide the best information for the assigned task.
6. 7.R.5.2 – Students can **analyze** and **organize** from informational text.
7. 7.R.5.3 – Students can **evaluate** the accuracy and credibility of information about a topic contained in multiple sources.
8. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Textbook Activities
2. Library Activities
3. Additional outside resources

Assessment: (Flexible by teacher)

1. Unit Test
2. Writing Activities

7th Grade Reading

Unit: Vocabulary

Timeline: Weekly

Essential Questions: (3-5) (Kid language & benchmark skills)

1. How do **word roots, prefixes, and suffixes** help us to determine word meaning?
2. How does word choice affect meaning? (**denotation, connotation**)

Standards: (taken from state website)

1. 7.R.1.1 – Students can **analyze** word parts to determine meaning and context.
2. 7.R.1.2 – Students can **infer** how word choice affects meaning.
3. 7.R.2.1 – Students can **interpret** text using comprehension strategies.
4. 7.R.2.2. – Students can **read** fluently to comprehend grade-level text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Activities from *Vocabulary Builder* text

Assessment: (Flexible by teacher)

1. Daily Work
2. Weekly Quizzes
3. Multi-unit Tests (1-3, 4-6...)

7th Grade Reading

Unit: Novel reactions (free-reading novels)

Timeline: Monthly

Essential Questions: (3-5) (Kid language & benchmark skills)

1. How do you apply **literary terms** to your novel?
2. How can you demonstrate your **comprehension** of your novel?

Standards: (taken from state website)

1. 7.R.2.1 – Students can **interpret** text using comprehensive strategies.
2. 7.R.2.2 – Students can **read** fluently to comprehend grade-level text.
3. 7.R.3.1 – Students can **examine** text structures for characteristics of fiction, nonfiction, drama and poetry.
4. 7.R.3.2 – Students can **identify** how authors use literary elements to create meaning.
5. 7.R.3.3 – Students can **identify** how authors use literary devices to create meaning.
6. 7.R.5.4 – Students can **analyze** the author's purpose in text.

Content of Unit: (Activities/Objective) (Flexible by teacher)

1. Monthly book reviews
2. Rubrics for the reviews

Assessment: (Flexible by teacher)

1. Monthly book reviews

Eighth Grade Language Arts

Course Description: Eighth grade language arts focuses on oral and written communication. Students compose narrative, descriptive, expository, and persuasive essays using the 6 traits of writing. Research, interview, and speaking skills are incorporated into the curriculum. Students also study grammar and usage to improve writing and speaking.

Timeline: 4 weeks

Unit #1: 6 Traits/Writing Process

Essential Questions:

1. What happens in each step of the writing process?
2. What are the key elements of each of the 6 traits of writing?
3. What are the purposes of the four types of writing?

Standards:

1. 8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
2. 8.W.1.2 Students can revise writing for ideas and content.

Content of Unit:

1. Writing Process
2. 6 Traits of Writing
3. Types of Writing
4. Name Poem

Assessment:

1. Writing Process Quiz
2. 6 Traits of Writing Quiz
3. Name Poem Rubric

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Timeline: 6 weeks

Unit #2: Descriptive Writing

Essential Questions:

1. What is the purpose of descriptive writing?
2. How do specific details improve ideas and content in descriptive writing?
3. How do adverbs improve word choice?
4. What makes a sentence complete? Define fragment and run-on.

Standards:

1. 8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
2. 8.W.1.2 Students can revise writing for ideas and content.
3. 8.W.2.1 Students can edit text for run-on sentences and fragments.
4. 8.W.2.2 Students can identify and incorporate adverbs in the writing process.

Content of Unit:

1. Word Choice
2. Ideas (Show Not Tell)
3. Adverbs (Chapter 5)
4. Run-on Sentence and Fragments (Chapter 1)

Assessment:

1. Evaluate Descriptive Writing (Rubric)
2. Fragment/Run-on quiz
3. Adverb quiz

Eighth Grade Language Arts

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Timeline: 5 weeks

Unit #3: Narrative Writing

Essential Questions:

1. What is the purpose of narrative writing?
2. How can adjectives and adverbs be used to improve word choice?
3. How does dialogue improve narrative writing?
4. How are transitions used in narrative writing?

Standards:

1. 8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
2. 8.W.1.2 Students can revise writing for ideas and content.
3. 8.W.2.1 Students can edit text for run-on sentences and fragments.
4. 8.W.2.2 Students can identify and incorporate adverbs in the writing process.

Content of Unit:

1. Ideas
2. Word Choice
3. Organization – Transitions
4. Conventions/Comma Rules
5. Dialogue

Assessment:

1. Evaluate Narrative (Rubric)
2. Punctuating Dialogue Quiz

Eighth Grade Language Arts

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Timeline: 5 weeks

Unit #4: Research-Expository Writing

Essential Questions:

1. How can multiple sources be used to support a topic in a research paper?
2. What is the difference between paraphrasing and plagiarism?
3. Why would a research paper be considered expository writing?

Standards:

1. 8.W.1.2 Students can revise writing for ideas and content.
2. 8.W.1.3 Students can compose text using information from multiple sources to support a topic.
3. 8.W.2.1 Students can edit text for run-on sentences and fragments.

Content of Unit:

1. Internet Research
2. Paraphrasing
3. Library Skills
4. Create an Outline
5. Rough Draft Including Citations
6. Works Cited Page

Assessment:

1. Evaluate Research Paper using a Rubric
2. Library Quizzes
3. Evaluate Paraphrasing
4. Internet Research Quiz

Eighth Grade Language Arts

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Timeline: 3 Weeks

Unit # 5: Novel (*Remembering the Good Times*)

Essential Questions:

1. How does a researcher determine if an Internet site is reliable?
2. Why is understanding the specific audience and purpose important in delivering an oral presentation?
3. What is the best way to organize an expository essay?

Standards:

1. 8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
2. 8.W.1.3 Students can compose text using information from multiple sources to support a topic.
3. 8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.

Content of Unit:

1. Read *Remembering the Good Times*
2. Research Internet: Suicide Warnings Signs (Share With Group)
3. Compose Friendship Essay (Expository Writing)

Assessment:

1. Evaluate Friendship Essay for Organization and Ideas (Rubric)
2. Novel Quiz

Eighth Grade Language Arts

Course Description: Eighth grade language arts focuses on oral and written communication. Students compose narrative, descriptive, expository, and persuasive essays using the 6 traits of writing. Research, interview, and speaking skills are incorporated into the curriculum. Students also study grammar and usage to improve writing and speaking.

Timeline: 4 weeks

Unit #6: Interviews

Essential Questions:

1. What steps are needed in preparing for an interview?
2. What key components are included in a résumé?
3. Why are specific verbs important in a résumé?
4. What are the major elements of a thank you letter?

Standards:

1. 8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
2. 8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.

Content of Unit:

1. Create a Résumé
2. Complete Job Application
3. Write Responses to Interview Questions
4. Complete an Oral Interview
5. Write Thank You Letter

Assessment:

1. Interview Evaluation (Rubric)
2. Résumé Evaluated (Rubric)
3. Thank You Letter

Eighth Grade Language Arts

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Timeline: 4 weeks

Unit #7: Persuasive Writing

Essential Questions:

1. What is the purpose of persuasive writing?
2. How can writing be revised by adding, deleting, or moving ideas around to create a clear and focused essay?
3. What verbal and nonverbal techniques can the speaker use to deliver an persuasive presentation?

Standards:

1. 8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
2. 8.W.1.2 Students can revise writing for ideas and content.
3. 8.W.1.3 Students can compose text using information from multiple sources to support a topic.
4. 8.W.2.1 Students can edit text for run-on sentences and fragments.
5. 8.LVS.1.1 Students can evaluate information in auditory and visual communications.
6. 8.LVS.1.2 Students can analyze audio/visual aids in presentations.
7. 8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.
8. 8.LVS.1.4 Students can deliver a persuasive presentation

Content of Unit:

1. Research
2. Develop Clear Thesis Statement
3. Write Persuasive Essay
4. Revise Essay
5. Present Persuasive Speech With Use of a Visual Aid
6. Peer Evaluation of Speeches

Assessment:

1. Evaluate Persuasive Essay (Rubric)
2. Evaluate Persuasive Speech (Rubric)

8th Grade Reading Curriculum

Course Description: The 8th grade reading program contains components of content and critical reading, skills development, vocabulary, and emphasis on life-long reading. The program also focuses on interpretation of literature, discussion, critical thinking, and reading strategies which apply to all content areas. Units of study include novel units, drama, poetry, short stories, nonfiction, vocabulary and world cultures.

Unit: The Outsiders

Timeline: 4 weeks

Essential Questions:

1. Who is the **protagonist** of *The Outsiders*?
2. Who or what is the **antagonist** of *The Outsiders*?
3. What **point of view** is used in *The Outsiders*? How do you know?
4. How is **flashback** used in *The Outsiders*?
5. How do the social structures in *The Outsiders* compare and contrast with the social structures of our school and town?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.2.2 Students can read fluently to comprehend grade-level text.

8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.

8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.

Content of Unit: (Varies by teacher)

1. Listening to portions of novel audio recording
2. Writing activities
3. Class discussion

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: The Diary of Anne Frank (drama)

Timeline: 6-7 weeks

Essential Questions:

1. What is the **setting** of *The Diary of Anne Frank*?
2. What is the **theme** of *The Diary of Anne Frank*?
3. What type of **conflict** is found in *The Diary of Anne Frank*?
4. What type of **irony** is used in *The Diary of Anne Frank*? (dramatic, verbal, or situational)
5. What role do prejudice and discrimination play in *The Diary of Anne Frank*?
What role do they play in our society today?

Standards:

- 8.R.2.1** Students can analyze text using comprehension strategies.
- 8.R.2.2** Students can read fluently to comprehend grade-level text.
- 8.R.3.1** Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.4.1** Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
- 8.R.5.3** Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Listening to audio production of play
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: Bearstone

Timeline: 4 weeks

Essential Questions:

1. How is **foreshadowing** used in *Bearstone*?
2. What is the **plot** of *Bearstone*? Identify the **exposition**, **rising action**, **climax**, **falling action** and **resolution**.
3. What is the **theme** of *Bearstone*?
4. How does Cloyd's Ute Native American heritage influence his thoughts, actions, and beliefs?

Standards:

- 8.R.2.1 Students can analyze text using comprehension strategies.
- 8.R.2.2 Students can read fluently to comprehend grade-level text.
- 8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.

Content of Unit: (Varies by teacher)

1. Listening to portions of novel audio recording
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: The Giver

Timeline: 4 weeks

Essential Questions:

1. How is **characterization** used in *The Giver*?
2. What is the **mood** of *The Giver*?
3. What is the **tone** of *The Giver*?
4. What is a utopia? How is utopia used in *The Giver*?

Standards:

- 8.R.2.1 Students can analyze text using comprehension strategies.
- 8.R.2.2 Students can read fluently to comprehend grade-level text.
- 8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.3.2 Students can examine the effects of the author's use of literary devices.
- 8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
- 8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Listening to portions of novel audio recording
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: Poetry

Timeline: 3-4 weeks

Essential Questions:

1. What are **alliteration, onomatopoeia, and idioms**; how are they used in poetry?
2. What is **figurative language (simile, metaphor, personification)**? How is figurative language used in poetry?
3. What is **imagery**? How is it used in poetry?
4. What is **rhyme scheme**? How you can identify the rhyme scheme of a poem?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.3.2 Students can examine the effects of the author's use of literary devices.

8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Class discussion
2. Writing poems

Assessment: (Varies by teacher)

1. Writing poems
2. Final test

Unit: Short Stories

Timeline: 3 weeks

Essential Questions:

1. What is **theme**? Identify the themes of the stories.
2. What is **setting**? Identify the settings (both time and place) of the stories.
3. What are the different types of **conflict**? What conflicts are presented in the stories?
4. What is **plot**? What are the **five parts** of plot? Identify the different plot elements in the stories.
5. What are the different types of **point of view**? Identify which point of view (**first person, third person limited, or third person omniscient**) is used in the stories.

Standards:

- 8.R.2.1** Students can analyze text using comprehension strategies.
- 8.R.2.2** Students can read fluently to comprehend grade-level text.
- 8.R.3.1** Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.4.1** Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
- 8.R.5.3** Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Listening to portions of short story audio recordings
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Story questions and discussion
2. Tests and quizzes

Unit: Nonfiction (essays, biography, informational text, functional texts, etc.)

Timeline: 2-3 weeks

Essential Questions:

1. What is the **author's purpose** in writing a particular text?
2. How do you determine the **credibility** of information written by a particular author?
3. What is the difference between **expository, persuasive, and procedural** texts?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.

8.R.5.2 Students can recognize expository, persuasive, and procedural text.

8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Class discussion
2. Writing activities

Assessment: (Varies by teacher)

1. Passage questions
2. Discussion

Unit: **Vocabulary**

Timeline: weekly

Essential Questions:

1. How do you use **context clues** to determine the meaning of unfamiliar words?
2. How does knowing **word origins** help you understand unfamiliar words?

Standards:

8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.

Content of Unit: (Varies by teacher)

1. *Vocabulary Builder* (Glencoe) series

Assessment: (Varies by teacher)

1. Weekly assignments
2. Tri-weekly assessments from book

Unit: **Free reading book projects**

Timeline: monthly

Essential Questions:

1. How do you apply **literary terms** to your novel?
2. How can you demonstrate your **comprehension** of your novel?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.

Content of Unit: (Varies by teacher)

1. Student-chosen free reading books

Assessment: (Varies by teacher)

1. Monthly book projects

8th Grade Reading Curriculum Timeline

The Outsiders	4 weeks
The Diary of Anne Frank/drama	6-7 weeks
Bearstone	4 weeks
The Giver	4 weeks
Poetry	3-4 weeks
Short Stories	3 weeks
Nonfiction and functional texts	2-3 weeks
Vocabulary	weekly
Free reading book projects	monthly
Testing:	
Benchmark	4 days (2 pre-test; 2 post-test)
SRI	2 days (1 in Sept.; 1 in May)
DSTEP	3 days review; 3 days testing

8th Grade Accelerated Reading Curriculum

Course Description: The 8th grade accelerated reading program contains components of content and critical reading, skills development, vocabulary, and emphasis on life-long reading. The program also focuses on interpretation of literature, discussion, critical thinking, and reading strategies which apply to all content areas. The ACC curriculum includes a compacted version of the regular 8th grade curriculum plus additional novels, activities, and enrichments. Units of study include novel units, drama, poetry, short stories, nonfiction, vocabulary and world cultures.

Unit: The Outsiders

Timeline: 3 weeks

Essential Questions:

1. Who is the **protagonist** of *The Outsiders*?
2. Who or what is the **antagonist** of *The Outsiders*?
3. What **point of view** is used in *The Outsiders*? How do you know?
4. How is **flashback** used in *The Outsiders*?
5. How do the social structures in *The Outsiders* compare and contrast with the social structures of our school and town?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.2.2 Students can read fluently to comprehend grade-level text.

8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.

8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.

Content of Unit: (Varies by teacher)

1. Listening to portions of novel audio recording
2. Writing activities
3. Class discussion

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: The Diary of Anne Frank (drama)

Timeline: 6-7 weeks

Essential Questions:

1. What is the **setting** of *The Diary of Anne Frank*?
2. What is the **theme** of *The Diary of Anne Frank*?
3. What type of **conflict** is found in *The Diary of Anne Frank*?
4. What type of **irony** is used in *The Diary of Anne Frank*? (dramatic, verbal, or situational)
5. What role do prejudice and discrimination play in *The Diary of Anne Frank*?
What role do they play in our society today?

Standards:

- 8.R.2.1** Students can analyze text using comprehension strategies.
- 8.R.2.2** Students can read fluently to comprehend grade-level text.
- 8.R.3.1** Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.4.1** Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
- 8.R.5.3** Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Listening to audio production of play
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: Bearstone

Timeline: 3 weeks

Essential Questions:

1. How is **foreshadowing** used in *Bearstone*?
2. What is the **plot** of *Bearstone*? Identify the **exposition, rising action, climax, falling action** and **resolution**.
3. What is the **theme** of *Bearstone*?
4. How does Cloyd's Ute Native American heritage influence his thoughts, actions, and beliefs?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.2.2 Students can read fluently to comprehend grade-level text.

8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.

8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.

Content of Unit: (Varies by teacher)

1. Listening to portions of novel audio recording
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: The Giver

Timeline: 3 weeks

Essential Questions:

1. How is **characterization** used in *The Giver*?
2. What is the **mood** of *The Giver*?
3. What is the **tone** of *The Giver*?
4. What is a utopia? How is utopia used in *The Giver*?

Standards:

- 8.R.2.1** Students can analyze text using comprehension strategies.
- 8.R.2.2** Students can read fluently to comprehend grade-level text.
- 8.R.3.1** Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.3.2** Students can examine the effects of the author's use of literary devices.
- 8.R.4.1** Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
- 8.R.5.3** Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Listening to portions of novel audio recording
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: The Hunger Games

Timeline: 2 weeks

Essential Questions:

1. What is the **theme** of *The Hunger Games*?
2. How is **characterization** used in *The Hunger Games*?
3. What is the **setting** of *The Hunger Games*?
4. What type of **conflict** is found in *The Hunger Games*?
5. What messages does *The Hunger Games* explore about violence, violence in the media, and violence as entertainment?

Standards:

- 8.R.2.1** Students can analyze text using comprehension strategies.
- 8.R.3.1** Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.4.1** Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
- 8.R.5.3** Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Class discussion
2. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Final test

Unit: Classic Literature (Swiss Family Robinson *or* The Hound of the Baskervilles)

Timeline: 5 weeks

Essential Questions:

1. What is the **setting** of the novel?
2. What type of **conflict** is found in the novel?
3. What is the **theme** of the novel?
4. Why is this novel considered a classic? Why has it stood the test of time?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.

8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.

8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Class discussion
2. Writing activities

Assessment: (Varies by teacher)

1. Writing activities
2. Quizzes and tests

Unit: Poetry

Timeline: 3-4 weeks

Essential Questions:

1. What are **alliteration, onomatopoeia, and idioms**; how are they used in poetry?
2. What is **figurative language (simile, metaphor, personification)**? How is figurative language used in poetry?
3. What is **imagery**? How is it used in poetry?
4. What is **rhyme scheme**? How you can identify the rhyme scheme of a poem?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.3.2 Students can examine the effects of the author's use of literary devices.

8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Class discussion
2. Writing poems

Assessment: (Varies by teacher)

1. Writing poems
2. Final test

Unit: Short Stories

Timeline: 2 weeks

Essential Questions:

1. What is **theme**? Identify the themes of the stories.
2. What is **setting**? Identify the settings (both time and place) of the stories.
3. What are the different types of **conflict**? What conflicts are presented in the stories?
4. What is **plot**? What are the **five parts** of plot? Identify the different plot elements in the stories.
5. What are the different types of **point of view**? Identify which point of view (**first person, third person limited, or third person omniscient**) is used in the stories.

Standards:

- 8.R.2.1** Students can analyze text using comprehension strategies.
- 8.R.2.2** Students can read fluently to comprehend grade-level text.
- 8.R.3.1** Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
- 8.R.4.1** Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
- 8.R.5.3** Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Listening to portions of short story audio recordings
2. Class discussion
3. Writing activities

Assessment: (Varies by teacher)

1. Story questions and discussion
2. Tests and quizzes

Unit: Nonfiction (essays, biography, informational text, functional texts, etc.)

Timeline: 2-3 weeks

Essential Questions:

1. What is the **author's purpose** in writing a particular text?
2. How do you determine the **credibility** of information written by a particular author?
3. What is the difference between **expository, persuasive, and procedural** texts?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.

8.R.5.2 Students can recognize expository, persuasive, and procedural text.

8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.

Content of Unit: (Varies by teacher)

1. Class discussion
2. Writing activities

Assessment: (Varies by teacher)

1. Passage questions
2. Discussion

Unit: **Vocabulary**

Timeline: weekly

Essential Questions:

1. How do you use **context clues** to determine the meaning of unfamiliar words?
2. How does knowing **word origins** help you understand unfamiliar words?

Standards:

8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.

Content of Unit: (Varies by teacher)

1. *Vocabulary Builder* (Glencoe) series

Assessment: (Varies by teacher)

1. Weekly assignments
2. Tri-weekly assessments from book

Unit: **Free reading book projects**

Timeline: monthly

Essential Questions:

1. How do you apply **literary terms** to your novel?
2. How can you demonstrate your **comprehension** of your novel?

Standards:

8.R.2.1 Students can analyze text using comprehension strategies.

8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.

Content of Unit: (Varies by teacher)

1. Student-chosen free reading books

Assessment: (Varies by teacher)

1. Monthly book projects

8th Grade Accelerated Reading Curriculum Timeline

The Outsiders	3 weeks
The Diary of Anne Frank/drama	6-7 weeks
Bearstone	3 weeks
The Giver	3 weeks
The Hunger Games	2 weeks
Swiss Family Robinson <i>or</i> The Hound of the Baskervilles	5 weeks
Poetry	3-4 weeks
Short Stories	2 weeks
Nonfiction and functional texts	2-3 weeks
Vocabulary	weekly
Free reading book projects	monthly
Testing:	
Benchmark	4 days (2 pre-test; 2 post-test)
SRI	2 days (1 in Sept.; 1 in May)
DSTEP	3 days review; 3 days testing

English 9/9B**Course Description:**

English 9 enhances student skills in reading, writing, and listening through the study of literature and composition. Literature units will include short stories, several novels, and plays. Grammar units include the study of the parts of speech, the parts of the sentence, correct usage, capitalization, and punctuation. Vocabulary tests will be given. Compositions will include narrative, persuasive, literary, expository, and technical papers.

Units: Glencoe Literature Course 4

- The Short Story – 15 days
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level short stories?
- answer factual, short answer, interpretation and inference questions
- How can you analyze an author's use of literary elements in a short story?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1

Content/Activities/Objectives for this unit may include. . .

(these are subject to change at teacher's discretion)

Content. . .

“The Most Dangerous Game”

“The Lady, or the Tiger?”

“The Interlopers”

“The Gift of the Magi”

“The Scarlet Ibis”

“The Secret Life of Walter Mitty”

“The Necklace”

Activities. . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0; textbook series resources

Objective. . . Students will be able to analyze plot, setting, character, theme, narrator and voice as elements of a short story.

Assessment

Students should be actively asking questions, making connections and considering their own reactions as they read these stories. They will be focusing on the literary elements as they read. Assessments of this may include creating a timeline showing major plot events; creating a dictionary of literary terms that can be added to as the year continues; using organizers to take notes; include clear references to passages and details from the text to support answers. Formal tests, quizzes and writings of various lengths will be used also.

Nonfiction – 10 days

- How can you apply example clues to understand the vocabulary within this nonfiction piece?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level text?
- answer factual, short answer, interpretation and inference questions
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence
- How can you evaluate primary and secondary sources for credibility?
- timeliness, author's qualifications, bias, publication
- How can you appropriately use and identify a thesis statement in an expository or persuasive document?
- Purpose, location, word choice of thesis

Standards 9.R.1.1; 9.R.2.1; 9.R.2.2; 9.R.4.1; 9.R.5.1; 9.W.1.1

Content/Activities/Objectives for this unit may include. . .
(these are subject to change at teacher's discretion)

Content. . .

from *On Finding a Latino Voice*

“Only Daughter”

“A Brother's Crime”

from *The Murder of Abraham Lincoln*

from “Black Boy”

“Escape from Afghanistan”

from *All God's Children Need Traveling Shoes*

“Walking”

“Into Thin Air”

“Adventure to Antarctica”

“A New Generation of Americans”

“Daylight Saving”

“Thoughts on Fenway Park”

“Taxpayers Will Get A Return On Investment”

“Other Revenue Sources Should Be Pursued”

“Put Down the Backpack”

Activities. . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0; textbook series resources; writing expository and persuasive compositions.

Objective. . . Students will be able to analyze literary genres of nonfiction.

Assessment

Students should be actively asking questions, making connections and evaluating the writers' truthfulness as they read these selections. They will be focusing on the author's purpose as they read. Assessments of this may include collaborative group discussions and activities; creating Venn diagrams

to show similarities and differences in the genres; using organizers to take notes; include clear references to passages and details from the text to support answers. Formal tests, quizzes and writings of various lengths will be used also.

Poetry – 8 days

- How can you apply example clues to understand the vocabulary within this poem?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level poetry?
- answer factual, short answer, interpretation and inference questions

Standards 9.R.1.1; 9.R.2.1; 9.R.2.2

Content/Activities/Objectives for this unit may include. . .
(these are subject to change at teacher's discretion)

Content by author or form. . .

Wordsworth
cummings
Burns
Whitman
Hansberry
Haiku
Soto
Giovanni
Dickinson
Dunbar
Frost
Hughes
Walker

Activities. . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0; textbook series resources

Objective. . . Students will be able to analyze poetry through use of imagery, figures of speech, simile, metaphor, personification, rhythm, meter, sound devices and rhyme.

Assessment

Students should be actively asking questions, making connections and evaluating what distinguishes poetry from prose. They will be focusing on the form/structure, language and sound of poetry. Assessments of this may include collaborative group discussions and activities; memorization and recitation of lines or an entire poem; include clear references to passages and details from the text to support answers. A poetry book of the student's own poem creations may be created. Formal tests, quizzes and writings of various lengths will be used also.

Drama: *Romeo and Juliet* 10 -12 days

- How can you apply example clues to understand the vocabulary within this play?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend this play?
- answer factual, short answer, interpretation and inference questions
- How do literary elements create meaning in a play?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1

Content:

The Tragedy of Romeo and Juliet

Activities. . . Mary Barton online folder for literacy resources; webquest wedding activity; online research and activities including Web 2.0; textbook series resources

Objective. . .

Students will be able to analyze the elements of drama focusing on tragic drama (plot, diction/language/dialogue, music/rhythm, theme, spectacle, character).

Students will be able to define protagonist, antagonist, tragic hero, tragic flaw, monologue, soliloquy, foil and dramatic irony.

Assessment

Students should be actively asking questions, making connections and evaluating what distinguishes drama from other literary genres. They will be focusing on acts, scenes, stage directions, characters, tragedy and chorus. Assessments of this may include collaborative group discussions and activities. Formal tests, quizzes and writings of various lengths will be used also.

Epic and Myth: 10 – 12 days

- How can you apply example clues to understand the vocabulary within this play?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend epics and myths?
- answer factual, short answer, interpretation and inference questions
- How do literary elements create meaning in an epic and/or myth?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1

Content:

The Odyssey, from The Hobbit, "Perseus"

Activities. . . . Mary Barton online folder for literacy resources; webquest in connecting mythology's current influence; online research and activities including Web 2.0; textbook series resources

Objective. . .

Students will be able to analyze the elements of epics and myths (epic, myth, hero, symbol, invocation and archetype).

Students will understand the characteristics of an epic (hero, long poem, formal language, serious, adventurous, true to characteristics of the said culture).

Students will understand the characteristics of a myth (explained things not understood, bound groups together, set examples for ideal and flawed behavior, contains supernatural elements).

Assessment

Students should be actively asking questions, making connections and evaluating how epics and myths are timeless and give us insight into human nature. They will be focusing on characteristics of an epic and myth and the cultural influence/universality of each. Assessments of this may include collaborative group discussions and activities. Formal tests, quizzes and writings of various lengths will be used also.

Novels

- *To Kill A Mockingbird* – 20 days
- *Of Mice and Men* – 10 days
- *Dr. Jekyll and Mr. Hyde* - 5 days
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level short stories?
- answer factual, short answer, interpretation and inference questions
- How can you analyze an author's use of literary elements in a short story?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence
- How can you interpret procedural text to complete a multi-step task?
- Follow multi-step directions

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1; 9.R.5.2

Content. . . . *To Kill A Mockingbird; Of Mice and Men; Dr. Jekyll and Mr. Hyde*

Activities. . . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0

Objective. . . Students will be able to analyze plot, setting, character, theme, narrator and voice as elements of a novel.

Assessment

Students should be actively asking questions, making connections and considering their own reactions as they read these stories. They will be focusing on the literary elements as they read. Assessments of this may include creating a timeline showing major plot events; creating a dictionary of literary terms that can be added to as the year continues; using organizers to take notes; include clear references to passages and details from the text to support answers. Formal tests, quizzes and writings of various lengths will be used also.

Language Network 9 *grammar, vocabulary and writing will be occurring daily along with the literature.

- How can you revise text for the correct use of phrases?
- define, identify, use for variety, punctuate properly
- How can you identify and include prepositional phrases in your writing?
- find within a sentence and use appropriately in own writing

Standards 9.W.2.1; 9.W.2.2

Content:

- The Parts of Speech*
- The Sentence and Its Parts*
- Using Phrases*
- Clauses and Sentence Structure*
- Writing Complete Sentences*
- Using Verbs*
- Subject-Verb Agreement*
- Using Pronouns*
- Using Modifiers*
- Capitalization*
- Punctuation*

Activities. . . literature-based activities from literature anthology as stories are read; grammar lessons from Language Network textbook; supplementary activities as needed consisting of online games, quia, virtual lessons, and projects.

Objective. . . Students will be able to understand how prepositions function while identifying and using them in sentences.

Assessment

Formal tests, quizzes and student-based writings of various lengths

Writing

- How can you write a thesis statement for an expository or persuasive document?
- Explain purpose and properly place in introductory paragraph
- How can you revise a document for sentence fluency?
- Identify and correct fragments and run-ons; vary sentence length/structure; use fluent transitions
- How can you write an informational document using primary and secondary sources and create a reference page?
- Identify; evaluate for usefulness/credibility; incorporate information and create an MLA formatted reference page

Standards 9.W.1.1; 9.W.1.2; 9.W.1.3

Content:

- Narrative
- Expository
- Persuasive
- Technical Writing
- Literary
-

Activities. . . writing formal five paragraph essays; journal writing along with daily literature-based writing of various forms

Objective. . . Students will be able to compose a formal five paragraph expository or persuasive essay.

Assessment

Student-based writings of various lengths

Vocabulary:

- How can you apply example clues to extend or understand vocabulary?
- Define, recognize, explain unfamiliar words

Standards 9.R.1.1

Content:

Vocabulary Workshop textbook

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Activities. . . online practice/review/games; excel charts; Inspiration 8.0; comic strips; story boards; flashcards

Objective. . . Students will be able to define and comprehend vocabulary words in a variety of formats (sentence, example clues, passages, analogies, etc.).

Assessment

objective quizzes and tests; appropriate use in student-based writing

***Additional standards of Listening/Viewing/Speaking are covered in the Speech/Debate curriculum.**

CP/Accelerated English 9

Course Description:

This course, which is a continuation of the eighth grade accelerated reading class, will incorporate all of the requirements of the College Prep class. Literature units will include short stories by renowned authors, mythology, several novels, and plays. Writing units include the study of formal grammar, including correct usage, clauses, and verbals. These skills are combined in the production of several formal writing assessments. Vocabulary studies are stressed. Students will be expected to work independently at a rapid pace. Placement in this class is based upon teacher recommendation and testing.

Units: Glencoe Literature Course 4

- The Short Story – 12 days
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level short stories?
- answer factual, short answer, interpretation and inference questions
- How can you analyze an author's use of literary elements in a short story?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1

Content/Activities/Objectives for this unit may include. . .
(these are subject to change at teacher's discretion)

Content. . .

“The Most Dangerous Game”
“The Lady, or the Tiger?”
“The Interlopers”
“The Gift of the Magi”
“The Scarlet Ibis”
“The Secret Life of Walter Mitty”
“The Necklace”

Activities. . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0; textbook series resources

Objective. . . Students will be able to analyze plot, setting, character, theme, narrator and voice as elements of a short story.

Assessment

Students should be actively asking questions, making connections and considering their own reactions as they read these stories. They will be focusing on the literary elements as they read. Assessments of this may include creating a timeline showing major plot events; creating a dictionary of literary terms that can be added to as the year continues; using organizers to take notes; include clear references to passages and details from the text to support answers. Formal tests, quizzes and writings of various lengths will be used also.

Nonfiction – 8-9 days

- How can you apply example clues to understand the vocabulary within this nonfiction piece?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level text?
- answer factual, short answer, interpretation and inference questions
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence
- How can you evaluate primary and secondary sources for credibility?
- timeliness, author's qualifications, bias, publication
- How can you appropriately use and identify a thesis statement in an expository or persuasive document?
- Purpose, location, word choice of thesis

Standards 9.R.1.1; 9.R.2.1; 9.R.2.2; 9.R.4.1; 9.R.5.1; 9.W.1.1

Content/Activities/Objectives for this unit may include. . .
(these are subject to change at teacher's discretion)

Content. . .

from *On Finding a Latino Voice*

“Only Daughter”

“A Brother's Crime”

from *The Murder of Abraham Lincoln*

from “Black Boy”

“Escape from Afghanistan”

from *All God's Children Need Traveling Shoes*

“Walking”

“Into Thin Air”

“Adventure to Antarctica”

“A New Generation of Americans”

“Daylight Saving”

“Thoughts on Fenway Park”

“Taxpayers Will Get A Return On Investment”

“Other Revenue Sources Should Be Pursued”

“Put Down the Backpack”

Activities. . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0; textbook series resources; writing expository and persuasive compositions.

Objective. . . Students will be able to analyze literary genres of nonfiction.

Assessment

Students should be actively asking questions, making connections and evaluating the writers' truthfulness as they read these selections. They will be focusing on the author's purpose as they read. Assessments of this may include collaborative group discussions and activities; creating Venn diagrams to show similarities and differences in the genres; using organizers to take notes; include clear references to passages and details from the text to support answers. Formal tests, quizzes and writings of various lengths will be used also.

Poetry – 6-7 days

- How can you apply example clues to understand the vocabulary within this poem?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level poetry?
- answer factual, short answer, interpretation and inference questions

Standards 9.R.1.1; 9.R.2.1; 9.R.2.2

Content/Activities/Objectives for this unit may include. . .
(these are subject to change at teacher's discretion)

Content by author or form. . .

Wordsworth
cummings
Burns
Whitman
Hansberry
Haiku
Soto
Giovanni
Dickinson
Dunbar
Frost
Hughes
Walker

Activities. . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0; textbook series resources

Objective. . . Students will be able to analyze poetry through use of imagery, figures of speech, simile, metaphor, personification, rhythm, meter, sound devices and rhyme.

Assessment

Students should be actively asking questions, making connections and evaluating what distinguishes poetry from prose. They will be focusing on the form/structure, language and sound of poetry. Assessments of this may include collaborative group discussions and activities; memorization and recitation of lines or an entire poem; include clear references to passages and details from the text to support answers. A poetry book of the student's own poem creations may be created. Formal tests, quizzes and writings of various lengths will be used also.

Drama: *Romeo and Juliet* 10 -12 days

- How can you apply example clues to understand the vocabulary within this play?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend this play?
- answer factual, short answer, interpretation and inference questions
- How do literary elements create meaning in a play?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1

Content:

The Tragedy of Romeo and Juliet

Activities. . . Mary Barton online folder for literacy resources; webquest wedding activity; online research and activities including Web 2.0; textbook series resources

Objective. . .

Students will be able to analyze the elements of drama focusing on tragic drama (plot, diction/language/dialogue, music/rhythm, theme, spectacle, character).

Students will be able to define protagonist, antagonist, tragic hero, tragic flaw, monologue, soliloquy, foil and dramatic irony.

Assessment

Students should be actively asking questions, making connections and evaluating what distinguishes drama from other literary genres. They will be focusing on acts, scenes, stage directions, characters, tragedy and chorus. Assessments of this may include collaborative group discussions and activities. Formal tests, quizzes and writings of various lengths will be used also.

Epic and Myth: 10 days

- How can you apply example clues to understand the vocabulary within this play?
- explaining terms using appositives or example clues
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend epics and myths?
- answer factual, short answer, interpretation and inference questions
- How do literary elements create meaning in an epic and/or myth?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme
- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1

Content:

The Odyssey, from The Hobbit, "Perseus"

Activities. . . Mary Barton online folder for literacy resources; webquest in connecting mythology's current influence; online research and activities including Web 2.0; textbook series resources

Objective. . .

Students will be able to analyze the elements of epics and myths (epic, myth, hero, symbol, invocation and archetype).

Students will understand the characteristics of an epic (hero, long poem, formal language, serious, adventurous, true to characteristics of the said culture).

Students will understand the characteristics of a myth (explained things not understood, bound groups together, set examples for ideal and flawed behavior, contains supernatural elements).

Assessment

Students should be actively asking questions, making connections and evaluating how epics and myths are timeless and give us insight into human nature. They will be focusing on characteristics of an epic and myth and the cultural influence/universality of each. Assessments of this may include collaborative group discussions and activities. Formal tests, quizzes and writings of various lengths will be used also.

Novels

- To Kill A Mockingbird* – 17 days
- Of Mice and Men* – 7 days
- Lord of Flies* – 10-12 days
- What comprehension strategies can you use to evaluate text?
- skim, scan, form conclusions, predict outcomes, visualize
- What strategies can you use to comprehend grade-level short stories?
- answer factual, short answer, interpretation and inference questions
- How can you analyze an author's use of literary elements in a short story?
- setting, plot, (plot elements/flashback/foreshadowing) conflict, characterization, point-of-view, theme

- How can you analyze text to determine the influence of time period, culture, geography and author's background?
- Conflict, social attitudes, cultural themes, locale, author's personal influence
- How can you interpret procedural text to complete a multi-step task?
- Follow multi-step directions

Standards 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.R.4.1; 9.R.5.2

Content. . . *To Kill A Mockingbird; Of Mice and Men; Lord of the Flies*

Activities. . . Mary Barton online folder for literacy resources; online research and activities including Web 2.0

Objective. . . Students will be able to analyze plot, setting, character, theme, narrator and voice as elements of a novel.

Assessment

Students should be actively asking questions, making connections and considering their own reactions as they read these stories. They will be focusing on the literary elements as they read. Assessments of this may include creating a timeline showing major plot events; creating a dictionary of literary terms that can be added to as the year continues; using organizers to take notes; include clear references to passages and details from the text to support answers. Formal tests, quizzes and writings of various lengths will be used also.

Language Network 9 *grammar, vocabulary and writing will be occurring daily along with the literature.

- How can you revise text for the correct use of phrases?
- define, identify, use for variety, punctuate properly
- How can you identify and include prepositional phrases in your writing?
- find within a sentence and use appropriately in own writing

Standards 9.W.2.1; 9.W.2.2

Content:

- The Parts of Speech*
- The Sentence and Its Parts*
- Using Phrases*
- Clauses and Sentence Structure*
- Writing Complete Sentences*
- Using Verbs*
- Subject-Verb Agreement*
- Using Pronouns*
- Using Modifiers*
- Capitalization*
- Punctuation*

Activities. . . literature-based activities from literature anthology as stories are read; grammar lessons from Language Network textbook; supplementary activities as needed consisting of online games, quia, virtual lessons, and projects.

Objective. . . Students will be able to understand how prepositions function while identifying and using them in sentences.

Assessment

Formal tests, quizzes and student-based writings of various lengths

Writing

- How can you write a thesis statement for an expository or persuasive document?
- Explain purpose and properly place in introductory paragraph
- How can you revise a document for sentence fluency?
- Identify and correct fragments and run-ons; vary sentence length/structure; use fluent transitions
- How can you write an informational document using primary and secondary sources and create a reference page?
- Identify; evaluate for usefulness/credibility; incorporate information and create an MLA formatted reference page

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Standards 9.W.1.1; 9.W.1.2; 9.W.1.3

Content:

- Narrative
- Expository
- Persuasive
- Technical Writing
- Literary

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Activities. . . writing formal five paragraph essays; journal writing along with daily literature-based writing of various forms

Objective. . . Students will be able to compose a formal five paragraph expository or persuasive essay.

Assessment

Student-based writings of various lengths

Vocabulary:

- How can you apply example clues to extend or understand vocabulary?
- Define, recognize, explain unfamiliar words

Standards 9.R.1.1

Content:

Vocabulary Workshop textbook

Activities. . . online practice/review/games; excel charts; Inspiration 8.0; comic strips; story boards; flashcards

Objective. . . Students will be able to define and comprehend vocabulary words in a variety of formats (sentence, example clues, passages, analogies, etc.).

Assessment

objective quizzes and tests; appropriate use in student-based writing

English 10

Course Description

English 10 enhances student skills in reading, writing, and listening through the study of literature and composition. Literature units will include short stories, poetry, non fiction, several novels, and plays. Spelling and vocabulary tests will be given. Grammar skills are combined in the production of several formal writing assignments.

Macbeth Unit

Timeline

- 12 days

Essential Questions

- What are the key events in the play?
- How are symbols used throughout the play?
- What are the characteristics of a tragic hero?
- Where and how are soliloquies and asides used throughout the play?

Standards

- 10.R.2.1
- 10.R.2.2
- 10.R.3.1
- 10.R.4.1
- 10.LVS.1.3

Content/Activities/Objectives

- Watch a video of the play
- Read or listen to the play out loud
- Discussion
- Lecture
- Background information about Shakespeare, the time period, the play, and the Globe Theater
- Webquest

Assessment

- Daily Work
- Writing
- Quizzes
- Discussion
- Project
- Test

All Quiet on the Western Front Unit

Timeline

- 12 days

Essential Questions

- What connections can be drawn between war in the past and war today?
- What was the author's purpose in writing this novel?
- What are the themes of the novel?
- What are the key events of WWI and this time period?

Standards

- 10.R.2.1
- 10.R.2.2
- 10.R.3.1
- 10.R.4.1
- 10.LVS.1.1
- 10.LVS.1.4
- 10.LVS.1.5
- 10.LVS.1.7
- 10.LVS.1.8

Content/Activities/Objectives

- Discussion
- Lecture
- Background information on the WWI time period
- Project/presentation on the background information
- Voice of Democracy

Assessment

- Daily Work
- Writing
- Quizzes
- Discussion
- Project
- Test

Ender's Game Unit

Timeline

- 12 days

Essential Questions

- How do characters in the novel relate to one another?
- How do the convictions of the reader compare to the convictions of the character?
- What traits make up a hero?

Standards

- 10.R.2.1
- 10.R.2.2
- 10.R.3.1
- 10.R.4.1

Content/Activities/Objectives

- Discussion
- Lecture
- Character Webbing
- Brochure

Assessment

- Daily Work
- Writing
- Quizzes
- Discussion
- Project
- Test

King Arthur

Timeline

- 5 days

Essential Questions

- Where do references to the Arthurian Legend exist in modern culture?
- How has the legend developed over time?
- What qualities have elevated Arthur to hero status?

Standards

- 10.R.2.1
- 10.R.2.2
- 10.R.3.1
- 10.R.4.1

Content/Activities/Objectives

- Group Presentation
- Group Project
- Video

Assessment

- Daily Work
- Writing
- Quizzes
- Discussion
- Project
- Test

Poetry

Timeline

- 4-5 days spread out over time

Essential Questions

- What poetic devices are used in a poem?
- How do poetic devices enhance the meaning of a poem?
- How does a reader interpret a poem?

Standards

- 10.R.2.1
- 10.R.2.2
- 10.R.3.1
- 10.R.4.1

Content/Activities/Objectives

- Watch *Dead Poets Society*
- Poetry Analysis Paper (accelerated)
- Discussion
- TPCASTT
- Poetic Devices
- Group Work

Assessment

- Daily Work
- Writing
- Quizzes
- Discussion
- Project
- Test

Fiction Short Stories

Timeline

- 8 days

Essential Questions

- What are the elements of plot structure?
- What is the plot structure of a short story?
- How are literary devices used in short stories?
- How is an author's style developed in a short story?

Standards

- 10.R.2.1
- 10.R.2.2
- 10.R.3.1
- 10.R.4.1

Content/Activities/Objectives

- Discussion
- Lecture
- Plot Diagramming
- Literary Devices

Assessment

- Daily Work
- Writing
- Quizzes
- Discussion
- Project
- Test

Nonfiction Short Stories

Timeline

- 6 days

Essential Questions

- What strategies does the author use in the text?
- Who is the intended audience of the text?
- How effective are the strategies used by the author?

Standards

- 10.R.2.1
- 10.R.2.2
- 10.R.3.1
- 10.R.4.1

Content/Activities/Objectives

- Audience/Purpose/Strategies Grid
- Textual Examination for Strategies

Assessment

- Daily Work
- Writing
- Quizzes
- Discussion
- Project
- Test

Vocabulary

Timeline

- Weekly basis throughout the semester

Essential Questions

- How can the meaning of an unfamiliar word be defined based on context clues?
- Which words signal contrast?
- What are the antonyms and synonyms of a word?
- What is the definition of a word?

Standards

- 10.R.1.1

Content/Activities/Objectives

- Book Exercises
- Visual Vocabulary

Assessment

- Daily Work
- Quizzes

Writing Prompts

Timeline

- 2-4 days throughout the semester

Essential Questions

- What is the format of a five paragraph essay?
- What is the format of a well developed paragraph?
- What are the six traits of writing?

Standards

- 10.W.1.2

Content/Activities/Objectives

- Explanation of Format
- Analyzing Examples
- Practice Prompts
- Tips

Assessment

- Daily Work
- Writing
- Quizzes

Problem/Cause/Solution Paper

Timeline

- 4-5 days spread out

Essential Questions

- What are the problems and solutions presented in an essay?
- How is a problem/cause/solution paper organized?
- How can transitions be effectively incorporated into a problem/cause/solution paper?
- How do you write an essay using the problem/cause/solution organizational pattern?

Standards

- 10.W.1.1
- 10.W.1.2

Content/Activities/Objectives

- Demonstration/Explanation (outline, formatting, parenthetical citation, works cited, paragraph structure)
- EasyBib
- Research
- Evaluating Sources

Assessment

- Daily Work
- Writing
- Quizzes

Research Paper (Hero Paper)

Timeline

- 10-12 days spread out

Essential Questions

- How are sources incorporated into a paper?
- How is a thesis statement written?
- How is an outline created?
- How are sources cited using MLA format?
- How can a source be evaluated for its credibility?

Standards

- 10.W.1.2
- 10.W.1.3
- 10.W.2.3

Content/Activities/Objectives

- Demonstration/Explanation (outline, formatting, parenthetical citation, works cited, paragraph structure)
- EasyBib
- Research
- Evaluating Sources

Assessment

- Daily Work
- Writing
- Quizzes

Active/Passive Voice

Timeline

- 2-3 days

Essential Questions

- What is active voice?
- What is passive voice?
- How can passive voice be changed to active voice?
- How can a sentence be written using both active and passive voice?

Standards

- 10.W.2.1

Content/Activities/Objectives

- Explanation/Lecture
- Practice exercises
- Look at own writing
 - Change passive sentences to active sentences

Assessment

- Daily Work
- Writing
- Quizzes
- Test

Pronouns/Pronoun Case

Timeline

- 2-3 days

Essential Questions

- What is a pronoun?
- How can you determine whether a pronoun is singular or plural?
- What is the antecedent of a pronoun?
- What is the correct use of who and whom?
- How do you make a pronoun agree with its verb in person, number, and gender?

Standards

- 10.W.2.2

Content/Activities/Objectives

- Explanation/Lecture
- Practice exercises

Assessment

- Daily Work
- Writing
- Quizzes
- Test

Quotation Marks/Italics

Timeline

- 2-3 days

Essential Questions

- Which works require quotation marks?
- Which works require italics?
- How are quotation marks used for dialogue?
- How are quotation marks used for quoted material?
- How is quoted material punctuated?

Standards

- 10.W.2.3

Content/Activities/Objectives

- Explanation/Lecture
- Practice exercises

Assessment

- Daily Work
- Writing
- Quizzes
- Test

Conjunctions

Timeline

- 2-3 days

Essential Questions

- What is a coordinating conjunction?
- What is a subordinating conjunction?
- What is a correlative conjunction?
- What is a conjunctive adverb?

Standards

- 10.W.2.4

Content/Activities/Objectives

- Explanation/Lecture
- Practice exercises

Assessment

- Daily Work
- Writing
- Quizzes
- Test

Logical Fallacies

Timeline

- 2-3 days

Essential Questions

- What is a fact?
- What is an opinion?
- What logical fallacies are used in texts?
- What is the definition of each logical fallacy?

Standards

- 10.R.5.1

Content/Activities/Objectives

- Explanation/Lecture
- Look at Examples
- Identify fallacies in texts
- Fallacies: hasty generalization, personal attack, bandwagon, faulty assigning of causation, irrelevant argument, appeal to emotion, appeal to authority, appeal to tradition

Assessment

- Daily Work
- Writing
- Quizzes
- Test

English 11

Unit: Connotation and Denotation

Essential Questions: What feelings are created by words?
Can words that “mean” the same thing create different reactions?

Standards: 11.R.2.1

Content/Activities/Objectives: Word pair selection based on positive/negative connotations
Understand how word choice effects tone
½ day total

Assessment: Informal/Discussion/Future application

Unit: Tone

Essential Questions: What are some different types of tone?
How does an author create his/her tone?

Standards: 11.R.2.1

Content/Activities/Objectives: Dave Barry
Read an article from The Onion on child abuse.
Understand how author's tone has been created.
Discuss reliability of certain sources and what one should expect from the source
½ day total

Assessment: Informal/Discussion/Future application

Unit: Puritan Plain Style

Essential Questions: What are the three elements of PPS?
How does PPS reflect the historical and cultural context of the Puritans?

Standards: 11.R.4.1, 11.W.1.2

Content/Activities/Objectives:

1. Apply elements of PPS to Nike soccer commercial.
2. PowerPoint that researches the Puritan culture including Puritan belief system.
3. Read the following and apply the elements of PPS: “To My Dear and Loving Husband,” @ “Huswifery,” and “Sinners in the Hands of an Angry God”
@
4. 3 days

Assessment:

1. Create a video collage of modern advertisements that possesses the elements of PPS.
2. Using voice-over, students will explain the elements in their advertisements.
3. Objective test (after *The Crucible*)

Unit: Poetry: TOPASS (Title, Occasion, Purpose, Audience, Speaker, and Subject) & Imagery

Essential Questions: How do these (TOPASS and imagery) contribute to understanding the of a poem?

Standards: 11.R.2.2

Content/Activities Objectives:

1. Read the poems.
2. Apply TOPASS.
3. Apply the elements of imagery.

Assessment: Objective test (after *The Crucible*)

Unit: The Crucible

Essential Questions:

1. How does this portray Puritan society?
2. How does this portray the upheaval of the Puritan culture?
3. How does Miller use the Salem witch trials as a metaphor for McCarthy's Red Scare?

Standards: 11.R.4.1, 11.W.1.2, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Watch the video.
2. Discuss the video: characters' motives, cinematography, portrayal of Puritan society, and upheaval of Puritan culture.
3. Internet research: Compare the Salem witch trials and McCarthy's Red Scare.

Assessment: Objective test

Unit: Figurative Language

Essential Questions:

What is figurative language? (simile, metaphor, personification, and allusion)

How does figurative language enrich writing?

Standards: 11.R.3.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Direct instruction of terms. Define them. List the characteristics of them.
2. Identify each in several works.
3. List examples according to categories: fast, smart, strong etc.
4. 2 days

Assessment: Highlight four of each in the descriptive paper.

Unit: Descriptive Paper (Describe a unique object or character).

Essential Questions:

How can we break an object or character down to its/his or her component parts?

How can we provide vivid detail through sensory images?

How can we provide vivid detail through figurative language?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Review parts of 5-paragraph theme paper.
2. Prewrite: BRAINSTORM LOTS OF THINGS!
3. Outline the paper.
4. Write the paper.
5. Highlight four of each of elements of figurative language.
6. REVISE!
7. 2 days

Assessment: Self-annotation worksheet

Teacher remarks

Unit: Parallelism

Essential Questions:

What is the definition of parallelism?

How can we use parallelism to enhance style?

How important is parallelism (ACT and Benchmark)?

Standards: 11.W.2.1

Content/Activities/Objectives:

1. Lecture.
2. Worksheets.
3. Write.
4. 1 day

Assessment: Find a speech and highlight all examples of parallelism.

Include effective parallelism usage in writing (persuasive paper)

Unit: Clauses

Essential Questions:

What are the differences between independent and dependent (subordinate) clauses?

What are correct techniques for joining two independent clauses?

What word choices (conjunctions and pronouns) make a clause dependent (subordinate)?

Standards: 11.W.2.1, 11.W.2.3

Content/Activities/Objectives:

1. Discuss purpose of clause usage.
2. Direct lecture on rules.
3. Worksheet for Practice
4. QUIA games
5. Use clause techniques learned through unit in persuasive paper.
6. 3 days

Assessment: QUIZ

Unit: Persuasive "Paper"

Essential Questions:

What techniques can we use to persuade our audience to act or think a certain way?

What are the formats used in persuasive papers?

How do we outline a persuasive paper?

How can we ascertain which sources are reliable and most viable?

Standards: 11.W.2.1, 11.W.2.3, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. K-W-L the introduction to the Age of Reason.
2. Frayer model: charged word, rhetorical question, repetition, restatement, and parallelism.
3. Read and analyze the persuasive techniques used in the Declaration of Independence (Apply terms listed in #2).
4. Mini-lecture on podcast format including script (introduction, thesis, body format, conclusion)
5. 3 days

Assessment: Podcast script and performance = Change something in the school (rule policy procedure create new classes)

Unit: Romanticism, Gothic, Transcendentalism

Essential Questions:

What are the key elements of Romanticism?

Historically speaking, why does the country move toward Romanticism?

What are the key elements of the Gothic movement?

What are the key elements of Transcendentalism?

Standards: 11.R.2.1, 11.R.2.2, 11.R.4.1, 11.W.1.2,

Content/Activities/Objectives:

1. Lecture on key elements of Romanticism (The Princess Bride).
2. Read.
 1. "The Devil and Tom Walker" @
 2. "The Minister's Black Veil" @
 3. "The First Snowfall"
 4. "Snowbound"
3. Students define the elements of the Gothic movement.
4. Read.
 1. "The Raven" @
 2. "The Pit and the Pendulum"
5. Lecture on Transcendentalism.
6. Read
 1. "Nature" @
 2. "Self-reliance" @
 3. Emily Dickinson Poetry (slant rhyme) @
 4. Walt Whitman Poetry (free verse) @ [The Noiseless Patient Spider]
 5. 8 days

Assessment: Group Poetry Project (ED)

TEST

Unit: Sound Devices

Essential Questions:

What is alliteration?

What is assonance?

What is consonance?

What is onomatopoeia?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Break into groups.
2. Each group is assigned a term to define, create examples, and find literary examples.
3. Each group will create a page on wikispaces that features the assigned definition.
4. Each group will present their page.
5. 2 days

Assessment: QUIZ

Unit: Verbals

Essential Questions:

What is a verbal?

What are the attributes of a gerund?

What is a gerund phrase?

What are the attributes of a participle?

What is a participial phrase?

What are the attributes of an infinitive?

What is an infinitive phrase?

Standards: 11.W.2.2

Content/Activities/ Objectives

1. Discuss purpose of verbal usage.
2. Direct lecture on rules.
3. Worksheet for Practice
4. Put verb word on the board. Change the usage...GAME
5. QUIA games
6. Use verbals in next writing assignment.

Assessment: QUIZ

Unit: Realism, Naturalism, Regionalism

Essential Questions:

- What are the key elements of Realism?
- Historically speaking, why does the country move toward Realism?
- What are the key elements of Naturalism?
- What are the key elements of Regionalism?

Standards: 11.R.4.1, 11.W.1.2, 11.R.2.1 11.R.3.1

Content/Activities/Objectives:

1. Direct lecture on Realism and Naturalism (reaction to Transcendentalists).
 1. Military stories, addiction stories, and prison stories
 2. Saving Private Ryan, Trainspotting, Shawshank Redemption
2. "An Occurrence at Owl Creek Bridge" (Realism vs. Romanticism)
3. Direct lecture on Regionalism (local color and dialect).
 - a. Read "A Wagner Matinee"
 - b. Nebraska vs. Boston POSTER: contrast the cultural differences between the two environments and use textual examples for support.
4. Edward Arlington Robinson poems @
5. Edgar Lee Masters Spoon River Anthology @
6. "The Story of an Hour" (Irony) @

Assessment: TEST

Unit: Modernism/Great Gatsby

Essential Questions:

1. What are the key elements of Modernism?
2. Historically speaking, why did the country move toward Modernism?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.2.2,

Content/Activities/Objectives:

1. Class discussion on 1920s
2. Lecture on definition and characteristics of Modernism.
3. Read it. Discuss it.
4. 9 days

Assessment: TEST

Character Analysis movie

Unit: Comparison Contrast Paper [Apparently with two structures: point-by-point & block (with synthesis)]

Essential Questions:

- How can we effectively compare/contrast two objects from the same category (Two different bicycle tires...1966 Camaro vs. 1968 Camaro)?
- How can effectively use "although/both" statements in our writing (Although both Coke and Pepsi share a "cola" flavor, Pepsi is sweeter while Coke burns)?

Standards: 11.W.1.1

Content/Activities/Objectives

1. Introduce the paper.
2. Discuss structure, goals, and purpose.
3. Prewrite: BRAINSTORM LOTS OF THINGS AND STUFF!
4. Outline the paper.
5. Write the paper.
6. Highlight verbals and clauses.
7. REVISE!

Assessment: Paper

Unit: Punctuation

Essential Questions:

How can we correctly use hyphens in our writing?

How can we correctly use dashes in our writing?

How can we correctly use ellipses in our writing?

How can we correctly use parentheses in our writing?

Standards: 11.W.2.4

Content/Activities/Objectives:

1. Direct Lecture
2. Worksheets
3. QUIA games
4. Writing application

Assessment: QUIZ

Unit: Depression – Realism/Naturalism return – Playing with the form

Essential Questions:

What historical and cultural events caused the country to return to these movements?

How can an author's meaning differ from what is written?

Standards: 11.R.4.1, 11.W.1.2, 11.R.3.1

Content/Activities/Objectives:

1. Read "The Turtle."
2. Discuss application of symbol.
3. Read "The Love Song of J. Alfred Prufrock"
4. There are 20 stanzas; in groups, create 20 one-sentence summaries.
5. Discuss: analyze summaries for correctness.
6. Define/Discuss application Stream of Consciousness and Dramatic Monologue.
7. Traditional plot diagram versus Anti-climax Structure
8. Read "The Far and the Near"
9. Discuss: Romanticism versus Realism and BOYS ARE STUPID!
10. Define abstract language.
11. Read and discuss "anyone lived in a pretty how town."
12. Read and discuss "old age sticks."
13. Define blank verse.
14. Shift from nature to human nature.
15. Read and analyze Robert Frost poetry.

Assessment: TEST

Unit: The Old Man and the Sea

Essential Questions:

Who is Hemingway?

How does author's tone affect this work?

How does Hemingway create characterization?

How does this work reflect the Iceberg Theory?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.2.2,

Content/Activities/Objectives

1. Connotation of the word "old." Synonyms of the word "old." How is being old perceived in our society?
2. Read parts.
3. Discuss these parts.
4. Watch these parts.
5. Find and answer a study guide (at least 25 questions) in reference to OMATS.

Assessment: TEST

Unit: Research Paper (Problem and Solution):

Essential Questions:

What are some good problem/solution topics?

Where can I find reliable information on said topics?

How can I write an effective problem/solution thesis statement?

How can I incorporate said information to support my opinions?

How do I give credit to authors of said information?

Standards: 11.R.2.2, 11.R.5.1, 11.W.2.1, 11.W.2.2, 11.W.2.3, 11.W.2.4, 11.LVS.1.2

Content/Activities/Objectives

1. List topics on board.
2. Become a 20 minute expert on your topic by using google or wikipedia.
3. Drag kids to library to have Ms. Moulton teach them how to research.
4. READ THE SOURCES! Highlight portions that will be included in paper.
5. Outline it.
6. Write rough draft.
7. Peer Review or Self-Annotation (Focus on Plagiarism).
8. Revise paper for style and content.
9. Submit paper to turnitin.com.

Assessment: The paper and turnitin.com

Unit: Inductive/Deductive Fallacies

Essential Questions:

What is a fallacy?

What are some examples of inductive fallacies?

What are some examples of deductive fallacies?

Standards: 11.LVS.1.2

Content/Activities/Objectives:

1. Web Quest on fallacies: define fallacy, define and list examples of inductive fallacies (at least 4) and define and list examples of deductive fallacies (at least 4).
2. Pair Share and large group discussion.

Assessment: Ad analysis: find an advertisement that employs one of these fallacies.

Unit: Vocab – Cause and Effect context clues

Essential Questions:

How do cause/effect context clues help us to understand unfamiliar words?

Standards: 11.R.1.1

Content/Activities/Objectives:

1. List cause/effect clue words.
2. Worksheets

Assessment: QUIZ

English 11 Title

Unit: TeenBiz

Essential Questions: How can readers prepare themselves to read an informative article?
How can readers keep track of important information in articles?
How can readers search articles for specific details?
How can information taken from articles be applied to writing?

Standards: 11.R.2.1, 11.R.2.2, 11.R.4.1, 11.R.5.1

Content/Activities/Objectives: Three times a week (at least 40 total sessions) do the four elements of the daily on-grade level, individualized TeenBiz article. (Answer daily e-mail question on topic, read the article/take notes, take the quiz, write the thought question answer.)

Before each article, engage in pre-reading activities.

Assessment: Quiz and Thought Question for each article.
Notes for each new technique on note taking.

Unit: Connotation and Denotation

Essential Questions: What feelings are created by words?
Can words that “mean” the same thing create different reactions?

Standards: 11.R.2.1

Content/Activities/Objectives: Word pair selection based on positive/negative connotations
Understand how word choice effects tone
½ day total

Assessment: Informal/Discussion/Future application

Unit: Tone

Essential Questions: What are some different types of tone?
How does an author create his/her tone?

Standards: 11.R.2.1

Content/Activities/Objectives: Dave Barry
Read an article from The Onion on child abuse.
Understand how author's tone has been created.
Discuss reliability of certain sources and what one should expect from the source
½ day total

Assessment: Informal/Discussion/Future application

Unit: Puritan Plain Style

Essential Questions: What are the three elements of PPS?
How does PPS reflect the historical and cultural context of the Puritans?

Standards: 11.R.4.1, 11.W.1.2

Content/Activities/Objectives:

1. Apply elements of PPS to Nike soccer commercial.
2. PowerPoint that researches the Puritan culture including Puritan belief system.
3. Read the following and apply the elements of PPS: “To My Dear _____ and Loving Husband,” @ “Huswifery,” and “Sinners in the Hands of an Angry God” @

43 days

Assessment:

1. Create a video collage of modern advertisements that possesses the elements of PPS.
2. Using voice-over, students will explain the elements in their advertisements.
3. Objective test (after *The Crucible*)

Unit: Poetry: TOPASS (Title, Occasion, Purpose, Audience, Speaker, and Subject) & Imagery

Essential Questions: How do these (TOPASS and imagery) contribute to understanding the of a poem?

Standards: 11.R.2.2

Content/Activities Objectives:

1. Read the poems.
2. Apply TOPASS.
3. Apply the elements of imagery.

Assessment: Objective test (after *The Crucible*)

Unit: The Crucible

Essential Questions:

1. How does this portray Puritan society?
2. How does this portray the upheaval of the Puritan culture?
3. How does Miller use the Salem witch trials as a metaphor for McCarthy's Red Scare?

Standards: 11.R.4.1, 11.W.1.2, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Watch the video.
2. Discuss the video: characters' motives, cinematography, portrayal of Puritan society, and upheaval of Puritan culture.
3. Internet research: Compare the Salem witch trials and McCarthy's Red Scare.

Assessment: Objective test

Unit: Figurative Language

Essential Questions:

What is figurative language? (simile, metaphor, personification, and allusion)

How does figurative language enrich writing?

Standards: 11.R.3.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Direct instruction of terms. Define them. List the characteristics of them.
2. Identify each in several works.
3. List examples according to categories: fast, smart, strong etc.

2 days

Assessment: Highlight four of each in the descriptive paper.

Unit: Descriptive Paper (Describe a unique object or character).

Essential Questions:

How can we break an object or character down to its/his or her component parts?

How can we provide vivid detail through sensory images?

How can we provide vivid detail through figurative language?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Review parts of 5-paragraph theme paper.
2. Prewrite: BRAINSTORM LOTS OF THINGS!
3. Outline the paper.
4. Write the paper.
5. Highlight four of each of elements of figurative language.
6. REVISE!

2 days

Assessment: Self-annotation worksheet

Teacher remarks

Unit: Parallelism

Essential Questions:

What is the definition of parallelism?

How can we use parallelism to enhance style?

How important is parallelism (ACT and Benchmark)?

Standards: 11.W.2.1

Content/Activities/Objectives:

1. Lecture.
2. Worksheets.
3. Write.

1 day

Assessment: Find a speech and highlight all examples of parallelism.

Include effective parallelism usage in writing (persuasive paper)

Unit: Clauses

Essential Questions:

What are the differences between independent and dependent (subordinate) clauses?

What are correct techniques for joining two independent clauses?

What word choices (conjunctions and pronouns) make a clause dependent (subordinate)?

Standards: 11.W.2.1, 11.W.2.3

Content/Activities/Objectives:

1. Discuss purpose of clause usage.
2. Direct lecture on rules.
3. Worksheet for Practice
4. QUIA games
5. Use clause techniques learned through unit in persuasive paper.

3 days

Assessment: QUIZ

Unit: Persuasive "Paper"

Essential Questions:

What techniques can we use to persuade our audience to act or think a certain way?

What are the formats used in persuasive papers?

How do we outline a persuasive paper?

How can we ascertain which sources are reliable and most viable?

Standards: 11.W.2.1, 11.W.2.3, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. K-W-L the introduction to the Age of Reason.
2. Frayer model: charged word, rhetorical question, repetition, restatement, and parallelism.
3. Read and analyze the persuasive techniques used in the Declaration of Independence (Apply terms listed in #2).
4. Mini-lecture on podcast format including script (introduction, thesis, body format, conclusion)
3 days
Assessment: Podcast script and performance = Change something in the school (rule policy procedure create new classes)

Unit: Romanticism, Gothic, Transcendentalism

Essential Questions:

What are the key elements of Romanticism?

Historically speaking, why does the country move toward Romanticism?

What are the key elements of the Gothic movement?

What are the key elements of Transcendentalism?

Standards: 11.R.2.1, 11.R.2.2, 11.R.4.1, 11.W.1.2,

Content/Activities/Objectives:

1. Lecture on key elements of Romanticism (The Princess Bride).
2. Read.
3. "The Devil and Tom Walker" @
4. "The First Snowfall"
5. "Snowbound"
6. Students define the elements of the Gothic movement.
7. Read.
8. "The Raven" @
9. Lecture on Transcendentalism.
10. Read
11. "Nature" @
12. "Self-reliance" @

8 days

Assessment: Timed in-class writing on Transcendentalism

TEST

Unit: Sound Devices

Essential Questions:

What is alliteration?

What is assonance?

What is consonance?

What is onomatopoeia?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Break into groups.
2. Each group is assigned a term to define, create examples, and find literary examples.
3. Each group will create a page on wikispaces that features the assigned definition.

4. Each group will present their page.
2 days
Assessment: QUIZ

Unit: Verbals

Essential Questions:

- What is a verbal?
- What are the attributes of a gerund?
- What is a gerund phrase?
- What are the attributes of a participle?
- What is a participial phrase?
- What are the attributes of an infinitive?
- What is an infinitive phrase?

Standards: 11.W.2.2

Content/Activities/ Objectives

1. Discuss purpose of verbal usage.
1. Direct lecture on rules.
2. Worksheet for Practice
3. Put verb word on the board. Change the usage...GAME
4. QUIA games
5. Use verbals in next writing assignment.

Assessment: QUIZ

Unit: Realism, Naturalism, Regionalism

Essential Questions:

- What are the key elements of Realism?
- Historically speaking, why does the country move toward Realism?
- What are the key elements of Naturalism?
- What are the key elements of Regionalism?

Standards: 11.R.4.1, 11.W.1.2, 11.R.2.111.R.3.1

Content/Activities/Objectives:

1. Direct lecture on Realism and Naturalism (reaction to Transcendentalists).
2. Military stories, addiction stories, and prison stories
3. Saving Private Ryan, Trainspotting, Shawshank Redemption
"An Occurrence at Owl Creek Bridge" (Realism vs. Romanticism)
Direct lecture on Regionalism (local color and dialect).
Edgar Lee Masters Spoon River Anthology @

Assessment: TEST

Unit: Modernism/Great Gatsby

Essential Questions:

- What are the key elements of Modernism?
- Historically speaking, why did the country move toward Modernism?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.2.2,

Content/Activities/Objectives:

1. Class discussion on 1920s

2. Lecture on definition and characteristics of Modernism.
3. Read it. Discuss it.

9 days

Assessment: TEST

Character Analysis movie

Unit: Comparison Contrast Paper [Apparently with two structures: point-by-point & block (with synthesis)]

Essential Questions:

How can we effectively compare/contrast two objects from the same category (Two different bicycle tires...1966 Camaro vs. 1968 Camaro)?

How can effectively use “although/both” statements in our writing (Although both Coke and Pepsi share a “cola” flavor, Pepsi is sweeter while Coke burns)?

Standards: 11.W.1.1

Content/Activities/Objectives

1. Introduce the paper.
2. Discuss structure, goals, and purpose.
3. Prewrite: BRAINSTORM LOTS OF THINGS AND STUFF!
4. Outline the paper.
5. Write the paper.
6. Highlight verbals and clauses.
7. REVISE!

Assessment: Paper

Unit: Punctuation

Essential Questions:

How can we correctly use hyphens in our writing?

How can we correctly use dashes in our writing?

How can we correctly use ellipses in our writing?

How can we correctly use parentheses in our writing?

Standards: 11.W.2.4

Content/Activities/Objectives:

1. Direct Lecture
2. Worksheets
3. QUILA games
4. Writing application

Assessment: QUIZ

Unit: Depression – Realism/Naturalism return – Playing with the form

Essential Questions:

What historical and cultural events caused the country to return to these movements?

How can an author's meaning differ from what is written?

Standards: 11.R.4.1, 11.W.1.2, 11.R.3.1

Content/Activities/Objectives:

1. Read “The Turtle.”

2. Discuss application of symbol.
3. Traditional plot diagram versus Anti-climax Structure
4. Read "The Far and the Near"
5. Discuss: Romanticism versus Realism and BOYS ARE STUPID!
6. Define abstract language.
7. Read and discuss "anyone lived in a pretty how town."
8. Read and discuss "old age sticks."
9. Define blank verse.
10. Shift from nature to human nature.
11. Read and analyze Robert Frost poetry.

Assessment: TEST

Unit: The Old Man and the Sea

Essential Questions:

Who is Hemingway?

How does author's tone affect this work?

How does Hemingway create characterization?

How does this work reflect the Iceberg Theory?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.2.2,

Content/Activities/Objectives

1. Connotation of the word "old." Synonyms of the word "old." How is being old perceived in our society?
2. Read parts.
3. Discuss these parts.
4. Watch these parts.
5. Find and answer a study guide (at least 25 questions) in reference to OMATS.

Assessment: TEST

Unit: Research Paper (Problem and Solution):

Essential Questions:

What are some good problem/solution topics?

Where can I find reliable information on said topics?

How can I write an effective problem/solution thesis statement?

How can I incorporate said information to support my opinions?

How do I give credit to authors of said information?

Standards: 11.R.2.2, 11.R.5.1, 11.W.2.1, 11.W.2.2, 11.W.2.3, 11.W.2.4, 11.LVS.1.2

Content/Activities/Objectives

1. List topics on board.
2. Become a 20 minute expert on your topic by using google or wikipedia.
3. Drag kids to library to have Ms. Moulton teach them how to research.
4. READ THE SOURCES! Highlight portions that will be included in paper.
5. Outline it.
6. Write rough draft.
7. Peer Review or Self-Annotation (Focus on Plagiarism).
8. Revise paper for style and content.
9. Submit paper to turnitin.com.

Assessment: The paper and turnitin.com

Unit: Inductive/Deductive Fallacies

Essential Questions:

What is a fallacy?

What are some examples of inductive fallacies?

What are some examples of deductive fallacies?

Standards: 11.LVS.1.2

Content/Activities/Objectives:

1. Web Quest on fallacies: define fallacy, define and list examples of inductive fallacies (at least 4) and define and list examples of deductive fallacies (at least 4).
2. Pair Share and large group discussion.

Assessment: Ad analysis: find an advertisement that employs one of these fallacies.

Unit: Vocab – Cause and Effect context clues

Essential Questions:

How do cause/effect context clues help us to understand unfamiliar words?

Standards: 11.R.1.1

Content/Activities/Objectives:

1. List cause/effect clue words.
2. Worksheets

Assessment: QUIZ

English 11 Accelerated

Unit: Connotation and Denotation

Essential Questions: What feelings are created by words?
Can words that “mean” the same thing create different reactions?

Standards: 11.R.2.1

Content/Activities/Objectives: Word pair selection based on positive/negative connotations
Understand how word choice effects tone
½ day total

Assessment: Informal/Discussion/Future application

Unit: Tone

Essential Questions: What are some different types of tone?
How does an author create his/her tone?

Standards: 11.R.2.1

Content/Activities/Objectives: Dave Barry
Read an article from The Onion on child abuse.
Understand how author's tone has been created.
Discuss reliability of certain sources and what one should expect from the source
½ day total

Assessment: Informal/Discussion/Future application

Unit: Puritan Plain Style

Essential Questions: What are the three elements of PPS?
How does PPS reflect the historical and cultural context of the Puritans?

Standards: 11.R.4.1, 11.W.1.2

Content/Activities/Objectives:

1. Apply elements of PPS to Nike soccer commercial.
2. PowerPoint that researches the Puritan culture including Puritan belief system.
3. Read the following and apply the elements of PPS: “To My Dear _____ and Loving Husband,” @ “Huswifery,” and “Sinners in the Hands of an Angry God” @
3 days

Assessment:

1. Create a video collage of modern advertisements that possesses the elements of PPS.
2. Using voice-over, students will explain the elements in their advertisements.
3. Objective test (after *The Crucible*)

Unit: Poetry: TOPASS (Title, Occasion, Purpose, Audience, Speaker, and Subject) & Imagery

Essential Questions: How do these (TOPASS and imagery) contribute to understanding the
of a poem?

Standards: 11.R.2.2

Content/Activities Objectives:

1. Read the poems.
2. Apply TOPASS.
3. Apply the elements of imagery.

Assessment: Objective test (after *The Crucible*)

Unit: The Crucible

Essential Questions:

1. How does this portray Puritan society?
2. How does this portray the upheaval of the Puritan culture?
3. How does Miller use the Salem witch trials as a metaphor for McCarthy's Red Scare?

Standards: 11.R.4.1, 11.W.1.2, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Watch the video.
2. Discuss the video: characters' motives, cinematography, portrayal of Puritan society, and upheaval of Puritan culture.
3. Internet research: Compare the Salem witch trials and McCarthy's Red Scare.

Assessment: Objective test

Unit: Figurative Language

Essential Questions:

What is figurative language? (simile, metaphor, personification, and allusion)

How does figurative language enrich writing?

Standards: 11.R.3.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Direct instruction of terms. Define them. List the characteristics of them.
2. Identify each in several works.
3. List examples according to categories: fast, smart, strong etc.

42 days

Assessment: Highlight four of each in the descriptive paper.

Unit: Descriptive Paper (Describe a unique object or character).

Essential Questions:

How can we break an object or character down to its/his or her component parts?

How can we provide vivid detail through sensory images?

How can we provide vivid detail through figurative language?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Review parts of 5-paragraph theme paper.
2. Prewrite: BRAINSTORM LOTS OF THINGS!
3. Outline the paper.
4. Write the paper.
5. Highlight four of each of elements of figurative language.
6. REVISE!

2 days

Assessment: Self-annotation worksheet

Teacher remarks

Unit: Parallelism

Essential Questions:

What is the definition of parallelism?

How can we use parallelism to enhance style?

How important is parallelism (ACT and Benchmark)?

Standards: 11.W.2.1

Content/Activities/Objectives:

1. Lecture.
2. Worksheets.
3. Write.

1 day

Assessment: Find a speech and highlight all examples of parallelism.

Include effective parallelism usage in writing (persuasive paper)

Unit: Clauses

Essential Questions:

What are the differences between independent and dependent (subordinate) clauses?

What are correct techniques for joining two independent clauses?

What word choices (conjunctions and pronouns) make a clause dependent (subordinate)?

Standards: 11.W.2.1, 11.W.2.3

Content/Activities/Objectives:

1. Discuss purpose of clause usage.
2. Direct lecture on rules.
3. Worksheet for Practice
4. QUIA games
5. Use clause techniques learned through unit in persuasive paper.

3 days

Assessment: QUIZ

Unit: Persuasive "Paper"

Essential Questions:

What techniques can we use to persuade our audience to act or think a certain way?

What are the formats used in persuasive papers?

How do we outline a persuasive paper?

How can we ascertain which sources are reliable and most viable?

Standards: 11.W.2.1, 11.W.2.3, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. K-W-L the introduction to the Age of Reason.
2. Frayer model: charged word, rhetorical question, repetition, restatement, and parallelism.
3. Read and analyze the persuasive techniques used in the Declaration of Independence (Apply terms listed in #2).
4. Mini-lecture on podcast format including script (introduction, thesis, body format, conclusion)

3 days

Assessment: Podcast script and performance = Change something in the school (rule policy procedure create new classes)

Unit: Romanticism, Gothic, Transcendentalism

Essential Questions:

What are the key elements of Romanticism?

Historically speaking, why does the country move toward Romanticism?

What are the key elements of the Gothic movement?

What are the key elements of Transcendentalism?

Standards: 11.R.2.1, 11.R.2.2, 11.R.4.1, 11.W.1.2,

Content/Activities/Objectives:

1. Lecture on key elements of Romanticism (The Princess Bride).
2. Read.
3. "The Devil and Tom Walker" @
4. "The Minister's Black Veil" @
5. "The First Snowfall"
6. "Snowbound"
7. Students define the elements of the Gothic movement.
8. Read.
9. "The Raven" @
10. "The Pit and the Pendulum"
11. Define "Single Effect" in Poe's writing.
12. Lecture on Transcendentalism.
13. Read
14. "Nature" @
15. "Self-reliance" @
16. Emily Dickinson Poetry (slant rhyme) @
17. Walt Whitman Poetry (free verse) @ [The Noiseless Patient Spider]

8 days

Assessment: Group Poetry Project (ED)

TEST

Unit: Sound Devices

Essential Questions:

What is alliteration?

What is assonance?

What is consonance?

What is onomatopoeia?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Break into groups.
2. Each group is assigned a term to define, create examples, and find literary examples.
3. Each group will create a page on wikispaces that features the assigned definition.
4. Each group will present their page.

2 days

Assessment: QUIZ

Unit: Verbals

Essential Questions:

What is a verbal?

What are the attributes of a gerund?

What is a gerund phrase?

What are the attributes of a participle?

What is a participial phrase?

What are the attributes of an infinitive?

What is an infinitive phrase?

Standards: 11.W.2.2

Content/Activities/ Objectives

1. Discuss purpose of verbal usage.

1. Direct lecture on rules.
2. Worksheet for Practice
3. Put verb word on the board. Change the usage...GAME
4. QUIA games
5. Use verbals in next writing assignment.

Assessment: QUIZ

Unit: Realism, Naturalism, Regionalism

Essential Questions:

What are the key elements of Realism?

Historically speaking, why does the country move toward Realism?

What are the key elements of Naturalism?

What are the key elements of Regionalism?

Standards: 11.R.4.1, 11.W.1.2, 11.R.2.111.R.3.1

Content/Activities/Objectives:

1. Direct lecture on Realism and Naturalism (reaction to Transcendentalists).
2. Military stories, addiction stories, and prison stories
3. Saving Private Ryan, Trainspotting, Shawshank Redemption
4. "An Occurrence at Owl Creek Bridge" (Realism vs. Romanticism)
5. Direct lecture on Regionalism (local color and dialect).
 - a. Read "A Wagner Matinee"
 - b. Nebraska vs. Boston POSTER: contrast the cultural differences between the two environments and use textual examples for support.
6. Edward Arlington Robinson poems @
7. Edgar Lee Masters Spoon River Anthology @
8. "The Story of an Hour" (Irony) @

Assessment: TEST

Unit: Modernism/Great Gatsby

Essential Questions:

1. What are the key elements of Modernism?
2. Historically speaking, why did the country move toward Modernism?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.2.2,

Content/Activities/Objectives:

1. Class discussion on 1920s
2. Lecture on definition and characteristics of Modernism.
3. Read it. Discuss it.

9 days

Assessment: TEST

Character Analysis movie

Unit: Comparison Contrast Paper [Apparently with two structures: point-by-point & block (with synthesis)]

Essential Questions:

How can we effectively compare/contrast two objects from the same category (Two different bicycle tires...1966 Camaro vs. 1968 Camaro)?

How can effectively use “although/both” statements in our writing (Although both Coke and Pepsi share a “cola” flavor, Pepsi is sweeter while Coke burns)?

Standards: 11.W.1.1

Content/Activities/Objectives

1. Introduce the paper.
2. Discuss structure, goals, and purpose.
3. Prewrite: brainstorming, idea mapping
4. Outline the paper.
5. Write the paper.
6. Highlight verbals and clauses.
7. REVISE!

Assessment: Paper

Unit: Punctuation

Essential Questions:

How can we correctly use hyphens in our writing?

How can we correctly use dashes in our writing?

How can we correctly use ellipses in our writing?

How can we correctly use parentheses in our writing?

Standards: 11.W.2.4

Content/Activities/Objectives:

1. Direct Lecture
2. Worksheets
3. QUIA games
4. Writing application

Assessment: QUIZ

Unit: Depression – Realism/Naturalism return – Playing with the form

Essential Questions:

What historical and cultural events caused the country to return to these movements?

How can an author's meaning differ from what is written?

Standards: 11.R.4.1, 11.W.1.2, 11.R.3.1

Content/Activities/Objectives:

1. Read “The Turtle.”
2. Discuss application of symbol.
3. Read “The Love Song of J. Alfred Prufrock”
4. There are 20 stanzas; in groups, create 20 one-sentence summaries.
5. Discuss: analyze summaries for correctness.
6. Define/Discuss application Stream of Consciousness and Dramatic Monologue.
7. Traditional plot diagram versus Anti-climax Structure

8. Read "The Far and the Near"
9. Discuss: Romanticism versus Realism and BOYS ARE STUPID!
10. Define abstract language.
11. Read and discuss "anyone lived in a pretty how town."
12. Read and discuss "old age sticks."
13. Define blank verse.
14. Shift from nature to human nature.
15. Read and analyze Robert Frost poetry.

Assessment: TEST

Unit: The Old Man and the Sea

Essential Questions:

Who is Hemingway?

How does author's tone affect this work?

How does Hemingway create characterization?

How does this work reflect the Iceberg Theory?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.2.2,

Content/Activities/Objectives

1. Connotation of the word "old." Synonyms of the word "old." How is being old perceived in our society?
2. Read parts.
3. Discuss these parts.
4. Watch these parts.
5. Find and answer a study guide (at least 25 questions) in reference to OMATS.

Assessment: TEST

Unit: Research Paper (Position on a controversial decision):

Essential Questions:

What are some good controversial topics?

What decisions made by what people created these controversies?

Where can I find reliable information on said topics?

How can I write an effective single position thesis statement?

How can I incorporate said information to support my opinions?

How do I give credit to authors of said information?

Standards: 11.R.2.2, 11.R.5.1, 11.W.2.1, 11.W.2.2, 11.W.2.3, 11.W.2.4, 11.LVS.1.2

Content/Activities/Objectives

1. List topics on board.
2. Become a 20 minute expert on your topic by using google or wikipedia.
3. Take students to library to have Ms. Moulton teach them effective researching.
4. READ THE SOURCES! Highlight portions that will be included in paper.
5. Outline it.
6. Learn to incorporate "Other's Side's Objections" into your critique.
7. Write rough draft.
8. Peer Review or Self-Annotation (Focus on Plagiarism).
9. Revise paper for style and content.
10. Submit paper to turnitin.com.

Assessment: The paper and turnitin.com

Unit: Inductive/Deductive Fallacies

Essential Questions:

What is a fallacy?

What are some examples of inductive fallacies?

What are some examples of deductive fallacies?

Standards: 11.LVS.1.2

Content/Activities/Objectives:

1. Web Quest on fallacies: define fallacy, define and list examples of inductive fallacies (at least 4) and define and list examples of deductive fallacies (at least 4).
2. Pair Share and large group discussion.

Assessment: Ad analysis: find an advertisement that employs one of these fallacies.

Unit: Vocab – Cause and Effect context clues

Essential Questions:

How do cause/effect context clues help us to understand unfamiliar words?

Standards: 11.R.1.1

Content/Activities/Objectives:

1. List cause/effect clue words.
2. Worksheets

Assessment: QUIZ

Unit: ACT Prep

Essential Questions:

What is the structure and format of an ACT test?

What is the purpose of the ACT test?

What are some of the themes that ACT questions seem to focus on?

Standards: 11.R.2.1, 11.R.2.2, 11.R.5.1, 11.W.2.1, 11.W.2.2, 11.W.2.3, 11.W.2.4, 11.LVS.1.2, 11.LVS.1.3 (and much, much more)

Content/Activities/Objectives:

1. Lecture on structure, format, and purpose of the ACT.
2. Take timed practice ACT.
3. Review answers question by question. Review rules that apply to each circumstance. Begin to assemble themes/groupings of questions.
4. Take second test with partner and un-timed.
5. Review answers as class – focus on WHY answers are correct.
6. Take third ACT under actual test conditions.

Assessment:

Class presentation/discussion. Comparison of practice tests from class.
10 days

Unit: Native Son

Essential Questions:

What is society's stereotype of "The Angry Black Man?"

How has that stereotype been perpetuated?

Why would a Black author have his protagonist embody those traits?

Is it possible to be "accidentally" racist?

How does color influence/become a motif in a novel?

How have race relations changed in 70 years – does Native Son feel dated?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.1.2

Content/Activities/Objectives:

1. Introduce “The Angry Black Man” by creating character traits we know.
2. Read “Book 1;” discuss how Bigger Thomas fits the ABM stereotype.
3. Read “Book 2;” discuss if Bigger has any redeemable characteristics? Did Bigger have choices?
4. Read “Book 3;” discuss the effects society has on the creation of the individual.

Assessment:

Four class discussions and Test.

5 days

Unit: Joy Luck Club

Essential Questions:

What makes the Chinese traditional culture distinct from contemporary American culture?

Why do mothers and daughters have strained relationships at times?

What are the advantages of a non-linear narrative?

Does Tan create eight distinct voices for her eight main characters.

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.1.2

Content/Activities/Objectives:

1. Through class discussion of readings, establish the four sections' purposes.
2. Articulate Tan's characterization of the eight main characters.
3. Analyze how background stories of the mothers define the actions they take later in the novel.
4. Analyze how the daughters' characteristics are created by the mothers.

Assessment:

Class discussion, Wiki page.

10 days

English 11 American Studies

Unit: Connotation and Denotation

Essential Questions: What feelings are created by words?
Can words that "mean" the same thing create different reactions?

Standards: 11.R.2.1

Content/Activities/Objectives: Word pair selection based on positive/negative connotations
Understand how word choice effects tone
½ day total

Assessment: Informal/Discussion/Future application

Unit: Tone

Essential Questions: What are some different types of tone?
How does an author create his/her tone?

Standards: 11.R.2.1

Content/Activities/Objectives: Dave Barry
Read an article from The Onion on child abuse.
Understand how author's tone has been created.
Discuss reliability of certain sources and what one should expect from the source
½ day total

Assessment: Informal/Discussion/Future application

Unit: Simple Subjects and Simple Predicates

Essential Questions: What are the steps to locating a sentence's simple subject?
What are the steps to locating a sentence's simple predicate/verb/verb phrase?

Standards: 11.W.2.1, 11.W.2.2

Content/Activities/Objectives:
1. Direct lecture on the steps for locating simple subject and simple predicate.
2. Worksheet practice
3. QUIA games for bonus
4. 3 days

Assessment: QUIZ

Unit: Clauses

Essential Questions:
What are the differences between independent and dependent (subordinate) clauses?
What are correct techniques for joining two independent clauses?
What word choices (conjunctions and pronouns) make a clause dependent (subordinate)?

Standards: 11.W.2.1, 11.W.2.3

Content/Activities/Objectives:
1. Discuss purpose of clause usage.
2. Direct lecture on rules.
3. Worksheet for Practice
4. QUIA games
5. Use clause techniques learned through unit in persuasive paper.
6. 3 days

Assessment: QUIZ

Unit: Romanticism versus Realism

Essential Questions:

What are the key elements of Romanticism?

Historically speaking, why does the country move toward Romanticism?

What are the key elements of Realism?

Historically speaking, why does the country move toward Realism?

Standards: 11.R.4.1, 11.W.1.2, 11.R.2.1, 11.R.3.1

Content/Activities/Objectives:

1. Direct lecture on Romanticism.
2. Read "The Devil and Tom Walker"
3. Apply Romanticism.
4. Read "The Raven"
5. Apply Romanticism.
6. Research the Seneca Falls Convention.
7. Read biography on Kate Chopin
8. Read "The Story of an Hour" (Irony) @

a. Apply Realism.

b. Discuss irony

9. Read "Lamb to the Slaughter"

a. By completing a worksheet, students decide whether "Lamb to the Slaughter" is Romanticism or Realism.

b. Large group discussion will begin by separating students by their choice of Romanticism or Realism.

c. Discuss/Debate

10. 5 days

Assessment: QUIZ

Unit: Figurative Language

Essential Questions:

What is figurative language? (simile, metaphor, personification, and allusion)

How does figurative language enrich writing?

Standards: 11.R.3.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Direct instruction of terms. Define them. List the characteristics of them.
2. Identify each in several works.
3. List examples according to categories: fast, smart, strong etc.
4. 2 days

Assessment: Highlight four of each in the descriptive paper.

Unit: Descriptive Paper (Describe a unique object or character).

Essential Questions:

How can we break an object or character down to its/his or her component parts?

How can we provide vivid detail through sensory images?

How can we provide vivid detail through figurative language?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Review parts of 5-paragraph theme paper.

2. Prewrite: BRAINSTORM LOTS OF THINGS!
3. Outline the paper.
4. Write the paper.
5. Highlight four of each of elements of figurative language.
6. REVISE!
7. 2 days

Assessment: Self-annotation worksheet

Teacher remarks

Unit: *Maggie: A Girl of the Streets*

Essential Questions:

What are the key elements of Naturalism?

What are the key elements of Regionalism?

Historically speaking, what caused Stephen Crane to write *Maggie: A Girl of the Streets*?

What are the parts of a strong paragraph?

How can we make our paragraph support more specific?

Standards: 11.R.4.1, 11.W.1.2, 11.R.2.1, 11.R.3.1

Content/Activities/Objectives:

- Read it and apply characteristics of Regionalism using 3-column notes.
- Read it and apply characteristics of Naturalism using 3-column notes.
- Internet Research on Industrial Revolution entertainment.
- Read chapter 16 and make list of predictions as to how the novel will end.
- Read chapter 17, summarize it, and then read the experts' opinion of the summary.
- Paragraph writing after each chapter/section.
- 5 days

Assessment: TEST with True/false, matching, and loads of paragraph writing

Unit: Verbals

Essential Questions:

What is a verbal?

What are the attributes of a gerund?

What is a gerund phrase?

What are the attributes of a participle?

What is a participial phrase?

What are the attributes of an infinitive?

What is an infinitive phrase?

Standards: 11.W.2.2

Content/Activities/ Objectives

1. Discuss purpose of verbal usage.
2. Direct lecture on rules.
3. Worksheet for Practice
4. Put verb word on the board. Change the usage...GAME
5. QUIA games
6. Use verbals in next writing assignment.
7. 5 days

Assessment: QUIZ

Unit: Research Paper (Problem and Solution):

Essential Questions:

What are some good problem/solution topics from the Industrial Revolution and from the modern era?

Where can I find reliable information on said topics?

How can I write an effective problem/solution thesis statement?

How can I incorporate said information to support my opinions?

How do I give credit to authors of said information?

Standards: 11.R.2.2, 11.R.5.1, 11.W.2.1, 11.W.2.2, 11.W.2.3, 11.W.2.4, 11.LVS.1.2

Content/Activities/Objectives

1. List topics on board.
2. Become a 20 minute expert on your topic by using google or wikipedia.
3. Drag kids to library to have Ms. Moulton teach them how to research.
4. READ THE SOURCES! Highlight portions that will be included in paper.
5. Outline it.
6. Write rough draft.
7. Peer Review or Self-Annotation (Focus on Plagiarism).
8. Revise paper for style and content.
9. Submit paper to turnitin.com.
10. 10 days

Assessment: The paper and turnitin.com

Unit: Hemingway Short Stories/Modernism

Essential Questions:

What are the key elements of Modernism?

How does Hemingway's writing reflect Modernism?

Standards: 11.R.4.1, 11.W.1.2, 11.R.2.1, 11.R.3.1

Content/Activities/Objectives:

1. Direct lecture on Modernism.
2. Direct lecture on Hemingway's iceberg theory of writing.
3. Read "Soldier's Home."
 - a. Describe Krebs before, during, and after the war.
 - b. Use descriptions of Krebs to understand application of Modernism and iceberg theory.
4. Read "Hills Like White Elephants"
 - a. Summarize the story.
 - b. Apply Modernism.
4. 3 days

Assessment: QUIZ

Unit: Modernism and *The Great Gatsby*

Essential Questions:

1. What are the key elements of Modernism?
2. How can we apply the characteristics of Modernism to each chapter?
3. Historically speaking, why did the country move toward Modernism?
4. How can we use character maps to study a novel?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.1.2,

Content/Activities/Objectives:

1. Students will be assigned a character to follow throughout the story. They will take notes on

what this character says, does and what is said about the character. Students will create a character map poster using their notes.

2. In groups, students will research their chosen topic concerning the 1920s. Students will create a page on wikispaces in order to share their information with other students.
3. Students will create games and participate in the Roaring 20s Dinner Party.
4. Students will read and apply Modernism to each chapter.
5. Read it. Discuss it.
6. 9 days

Assessment: TEST

Character Analysis paper

Unit: *Native Son*

Essential Questions:

- What is the history of Jim Crow Laws?
- What are some examples of Jim Crow Laws?
- How did African Americans survive Jim Crow Laws?
- What are the key elements of Naturalism?
- What are the key elements of Existentialism?
- How are the Jim Crow laws and the Nuremberg laws comparable?
- How are the Jim Crow laws and the Nuremberg laws contrastable?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.2.2,

Content/Activities/Objectives:

Create a Jim Crow laws brochure. One panel will be a summary of the history of Jim Crow. One panel will be examples. One panel will be personal narratives/direct quotations from people who lived through Jim Crow era.

Read *Native Son*. Analyze Naturalism and Existentialism.

Research the Nuremberg laws in Nazi Germany. Compare and contrast Jim Crow era and Nazi Germany using structured notes.

5 days

Assessment: Quiz after each book. Compare/Contrast Paper over Jim Crow laws and Nuremberg laws.

Unit: WWII

Essential Questions:

- How can we empathize with the women who stayed home during the war?
- How can we empathize with the men who fought in the war?

Standards: 11.R.2.1, 11.R.2.2, 11.R.3.1, 11.R.4.1, 11.W.1.2,

Content/Activities/Objectives:

Study the home front.

Study the WWII propaganda posters, and then create propaganda posters that mimic a certain style from WWII.

Read Mark Helprin's "The Pacific"

Worksheet and discussion.

Study the fighting style of the American GI.

Read and discuss "Beware of the Dog."

Read and discuss letters written to and from the soldiers during WWII.

3 days

Assessment: QUIZ

Unit: Puritan Plain Style

Essential Questions: What are the three elements of PPS?

How does PPS reflect the historical and cultural context of the Puritans?

Standards: 11.R.4.1, 11.W.1.2

Content/Activities/Objectives:

1. Apply elements of PPS to Nike soccer commercial.
2. PowerPoint that researches the Puritan culture including Puritan belief system.
3. Read the following and apply the elements of PPS: "To My Dear _____ and Loving Husband," @ "Huswifery," and "Sinners in the Hands of an Angry God" @
4. 3 days

Assessment:

1. Create a video collage of modern advertisements that possesses the elements of PPS.
2. Using voice-over, students will explain the elements in their advertisements.
3. Objective test (after *The Crucible*)

Unit: Poetry: TOPASS (Title, Occasion, Purpose, Audience, Speaker, and Subject) & Imagery

Essential Questions: How do these (TOPASS and imagery) contribute to understanding the of a poem?

Standards: 11.R.2.2

Content/Activities Objectives:

1. Read the poems.
2. Apply TOPASS.
3. Apply the elements of imagery.

Assessment: Objective test (after *The Crucible*)

Unit: *The Crucible*

Essential Questions:

1. How does this portray Puritan society?
2. How does this portray the upheaval of the Puritan culture?
3. How does Miller use the Salem witch trials as a metaphor for McCarthy's Red Scare?

Standards: 11.R.4.1, 11.W.1.2, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. Watch the video.
2. Discuss the video: characters' motives, cinematography, portrayal of Puritan society, and upheaval of Puritan culture.
3. Internet research: Compare the Salem witch trials and McCarthy's Red Scare.
4. 5 days for Puritans!

Assessment: Objective test

Unit: Comparison Contrast Paper [Apparently with two structures: point-by-point & block (with synthesis)]

Essential Questions:

How can we effectively compare/contrast two objects from the same category (Two different bicycle tires...1966 Camaro vs. 1968 Camaro)?

How can effectively use "although/both" statements in our writing (Although both Coke and Pepsi share a "cola" flavor, Pepsi is sweeter while Coke burns)?

Standards: 11.W.1.1

Content/Activities/Objectives

1. Introduce the paper.
2. Discuss structure, goals, and purpose.
3. Prewrite: BRAINSTORM LOTS OF THINGS AND STUFF!
4. Outline the paper.
5. Write the paper.
6. Highlight verbals and clauses.
7. REVISE!
8. 3 days

Assessment: Paper

Unit: Punctuation

Essential Questions:

- How can we correctly use hyphens in our writing?
- How can we correctly use dashes in our writing?
- How can we correctly use ellipses in our writing?
- How can we correctly use parentheses in our writing?

Standards: 11.W.2.4

Content/Activities/Objectives:

1. Direct Lecture
2. Worksheets
3. QUIA games
4. Writing application
5. 5 days

Assessment: QUIZ

Unit: Age of Reason/JFK

Essential questions:

- What is the definition of a charged word?
- What is the definition of a rhetorical question?
- What is the definition of repetition?
- What is the definition of restatement?
- What is the definition of parallelism?
- How do Thomas Jefferson and John F. Kennedy Jr. effectively use persuasive language?
- Why is it important to study the "Declaration of Independence" at the beginning of the 1960s?

Standards: 11.W.2.1

Content/Activities/Objectives:

- Read "Declaration of Independence" and find examples of charged words, repetition, restatement, and parallelism.
- List Kennedy's goals for his presidency.
- Read and then watch Kennedy's Inaugural address. Find examples of charged words, rhetorical questions, repetition, restatement, and parallelism.
- 3 days

Assessment:

- Chose one of Kennedy's goals and write a two-page paper citing the goal and if/how he accomplished the goal.
- TEST at the end of the 1960s.

Unit: Persuasive "Paper"

Essential Questions:

What techniques can we use to persuade our audience to act or think a certain way?

What are the formats used in persuasive papers?

How do we outline a persuasive paper?

How can we ascertain which sources are reliable and most viable?

Standards: 11.W.2.1, 11.W.2.3, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

1. K-W-L the introduction to the Age of Reason.
2. Frayer model: charged word, rhetorical question, repetition, restatement, and parallelism.
3. Read and analyze the persuasive techniques used in the Declaration of Independence (Apply terms listed in #2).
4. Mini-lecture on podcast format including script (introduction, thesis, body format, conclusion)
5. 3 days

Assessment: Podcast script and performance = Change something in the school (rule policy procedure create new classes)

Unit: Sound Devices

Essential Questions:

What is alliteration?

What is assonance?

What is consonance?

What is onomatopoeia?

How are these used to enrich the music of the 1960s?

Standards: 11.R.3.1

Content/Activities/Objectives:

1. Break into groups.
2. Each group is assigned a term to define, create examples, and find literary examples.
3. Each group will create a page on wikispaces that features the assigned definition.
4. Each group will present their page.
5. 2 days

Assessment: QUIZ and 1960s music video/PowerPoint

Unit: Figurative Language Review

Essential Questions:

What is figurative language? (simile, metaphor, personification, and allusion)

How does figurative language enrich writing?

How is figurative language used to enrich the songs of the 1960s?

Standards: 11.R.3.1, 11.LVS.1.3

Content/Activities/Objectives:

5. Direct instruction of terms. Define them. List the characteristics of them.
6. Identify each in several works.
7. List examples according to categories: fast, smart, strong etc.
8. 2 days

Assessment: QUIZ and 1960s music video/PowerPoint

Unit: 1960s music

Essential Questions:

Historically speaking, what protest categories emerge during the 1960s?

Can we analyze songs from the 1960s for historic value and poetic value?

Standards: 11.R.3.1, 11.R.4.1, 11.W.2.1, 11.LVS.1.1, 11.LVS.1.3

Content/Activities/Objectives:

Introduce the project: video and PowerPoint.

Show examples.

Direct instructions on video contents and PowerPoint contents.

Time to work!

5 days

Assessment: QUIZ and 1960s music video/PowerPoint

Unit: Tim O'Brien and Vietnam

Essential Questions:

Can we empathize with those you had to choose between fighting in Vietnam and dodging the draft?

Can we come to a better understanding of what the fighting was like?

Standards: 11.R.2.2, 11.R.4.1, 11.W.1.2,

Content/Activities/Objectives:

Read excerpts from Shrapnel in the Heart.

Discuss life at home.

Discuss life for the Vietnam soldier

"On the Rainy River."

Students create their own worksheets.

Discuss the decision made.

3 days

Assessment: Write one page reaction paper in which student will make his/her own decision.

Unit: Transcendentalism and 1960s/1970s

Essential Questions:

What are the key elements of the Gothic movement?

What are the key elements of Transcendentalism?

Standards: 11.R.2.1, 11.R.2.2, 11.R.4.1, 11.W.1.2,

Content/Activities/Objectives:

1. Students define the elements of the Gothic movement.

2. Read.

1. "The Raven" @

2. "The Pit and the Pendulum"

2. Lecture on Transcendentalism.

3. Read

1. "Nature" @

2. "Self-reliance" @

3. Emily Dickinson Poetry (slant rhyme) @

4. Walt Whitman Poetry (free verse) @ [The Noiseless Patient Spider]

5. Analyze John Denver songs and modern songs that contain Transcendental ideas.

6. 8 days

Assessment: Group Poetry Project (ED)
TEST

Unit: Inductive/Deductive Fallacies

Essential Questions:

What is a fallacy?

What are some examples of inductive fallacies?

What are some examples of deductive fallacies?

Standards: 11.LVS.1.2

Content/Activities/Objectives:

1. Web Quest on fallacies: define fallacy, define and list examples of inductive fallacies (at least 4) and define and list examples of deductive fallacies (at least 4).
2. Pair Share and large group discussion.
3. 1 day

Assessment: Ad analysis: find an advertisement that employs one of these fallacies.

Unit: Vocab – Cause and Effect context clues

Essential Questions:

How do cause/effect context clues help us to understand unfamiliar words?

Standards: 11.R.1.1

Content/Activities/Objectives:

1. List cause/effect clue words.
2. Worksheets
3. 1 day

Assessment: QUIZ

Expository Writing

Course description: This course fulfills the 1/2 credit of Senior Composition requirement. It will help students learn and practice effective writing techniques appropriate for the type of writing commonly found in college. Students will study organizational and rhetorical strategies in approaching informative writing. Several papers, three or more pages in length, are required in this class. Formats include, but are not limited to: compare and contrast, process/division analysis, definition, argument, and persuasion. Topics taught in this course will include types of research, formats of research papers, methods of gathering and organizing information, and techniques of documenting sources.

Unit:

Comparison/Contrast

Essential Questions:

What are the most effective ways to take notes, outline, paraphrase?

What are the proper ways to quote for research?

What is plagiarism and how does a writer avoid it?

What is parallelism?

What is MLA format and how is it correctly used?

Content/Activities/Objectives:

Discussion

Notes

Oral presentations

Assessment:

Oral performance assessment

Quiz

Paper

Standards:

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

12.W.2.1 Students can edit a document for all conventions.

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

Process Paper

Essential Questions:

What are the different verb tenses?

How does a writer effectively use phrases/clauses/verbals?

What is necessary to include when describing a process?

Content/Activities/Objectives:

Describe various simple processes

Presentations over a process

Assessment:

Paper

Quiz

Standards:

12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.

12.W.2.1 Students can edit a document for all conventions.

12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

Division/Classification/Definition Paper

Essential Questions:

What is the practicality of a definition paper?

What is a homonym?

What is an appositive?

How can something be broken down into component parts?

Content/Activities/Objectives:

Researching topic

Categorizing different subjects

Assessment:

Paper

Standards:

12.W.1.1 Students can generate correspondence for workplace or academic settings.

12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 Students can edit a document for all conventions.

Persuasive Paper/Speech

Essential Questions:

What is Active vs Passive voice?

How does a writer use point of view effectively in a persuasive paper?

What are the different types of tone and how does a writer create tone?

What are the tools used to create a persuasive paper?

What is APA style and how does a writer format for it?

Content/Activities/Objectives:

Notes

Debate

Podcast/Presentation

Assessment:

Paper

Quiz

Standards:

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 Students can edit a document for all conventions.

12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication.

12.LVS.1.2 Students can evaluate the interactions between society and media.

12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

Research Paper

Essential Questions:

What are the methods to writing a research paper?

What are the building blocks needed to write a research paper?

How does a writer create variety in their sentence structure?

Content/Activities/Objectives:

Student presents topic and field questions from their peers

Notes

Assessment:

Paper

Standards:

12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 Students can edit a document for all conventions.

Assessment:

Overall portfolio including all papers, outlines, and speeches given through-out the class.

Standards

12.W.1.1 Students can generate correspondence for workplace or academic settings.

12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 Students can edit a document for all conventions.

12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication.

12.LVS.1.2 Students can evaluate the interactions between society and media.

12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

Timeline:

Weeks one and two:

Note taking, outlining, paraphrasing, quoting, plagiarizing, summarizing
Examine/research/begin writing comparison/contrast paper

Week three: Begin Process Paper, Grammar work

Week four: Edit Process Paper, Grammar Work

Week five: Definition/Devison paper

Week six: Begin Persuasive paper

Week seven: Edit/hand in persuasive paper

Week eight: Begin research paper

Week nine: Edit/hand in research paper

Professional Writing

Unit 1:

•Introduction to Professional Writing

●Timeline: 3 days

●Essential Questions:

- How will I ever use this in my future?
- Why are details important in my writing?
- How do I know how to write certain types of documents?
- Why are conventions, such as spelling and grammar, important in my writing?
- How will this class better prepare me for my future?
- How will I be able to capture all my writing in a portfolio for future employers?
- How do I write a summary of current issues?

●Standards:

- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation
- 12.W.2.1 Students can edit a document for all conventions.
- 12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action (this will take place throughout the quarter)
- 12.R.2.1 Students can evaluate how style affects the meaning of text.

●Content of unit/activities/objectives

- Notes
- worksheets
- writing activities
- outside visitors in room to talk about importance of writing
- find out what kinds of writing will be expected for their profession
- handouts for portfolio creation

●Assessment:

- in class worksheet
- research assignment
- quiz

Unit 2:

•In the Office

●**Timeline:** 5 days

●Essential Questions:

- What are the basics of business writing?
- How do I write a formal email vs. an informal email?
- When do I not send an email?
- How do I write an appropriate memorandum?
- What are common types of Memos?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions
- 12.R.2.1 Students can evaluate how style affects the meaning of text

●Content of unit/activities/objectives

- Notes
- worksheets
- terminology
- hand on trials

●Assessment:

- professional emails
- professional memos
- vocab quiz
- portfolio entry

Unit 3:

●Directions and Instructions

●Timeline: 3 days

●Essential Questions:

- What are the basics writing directions/instructions?
- How do I clarify my purpose in the writing?
- How do I identify the audience I am writing for?
- How important are grammar and spelling/conventions in my writing?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions
- 12.R.2.1 Students can evaluate how style affects the meaning of text

●Content of unit/activities/objectives

- Notes
- worksheets
- terminology
- hand on trials

●Assessment:

- professional directions
- professional instructions
- vocab quiz
- portfolio entry

Unit 4:

•Process Paper

●Timeline: 4 days

●Essential Questions:

- What is a process paper?
- How do I apply this style of writing in my future?
- How do I identify the audience I am writing for?
- How important are grammar and spelling/conventions in my writing?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions
- 12.R.2.1 Students can evaluate how style affects the meaning of text

●Content of unit/activities/objectives

- Notes
- worksheets
- terminology
- hand on trials

●Assessment:

- Process paper
- vocab quiz
- portfolio entry

Unit 5:

●Preparing for work

●Timeline: 5 days

●Essential Questions:

- What are the basics for resume writing?
- How do I write a letter of application?
- How do I write a letter of resignation?
- How do I clarify my purpose in the writing?
- How do I identify the audience I am writing for?
- How important are grammar and spelling/conventions in my writing?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions
- 12.R.2.1 Students can evaluate how style affects the meaning of text

●Content of unit/activities/objectives

- Notes
- worksheets
- terminology
- hand on trials

●Assessment:

- working resume
- working letter of application
- letter of resignation
- vocab quiz
- portfolio entry

Unit 6:

•Brochures, Flyers, Newsletters

●Timeline: 5 days

●Essential Questions:

- What are the basics of creating a brochure?
- What are the basics of creating a flyer?
- What is the difference between a brochure and a flyer?
- What is a newsletter?
- How do I write/organize a newsletter?
- How do I clarify my purpose in the writing?
- How do I identify the audience I am writing for?
- How important are grammar and spelling/conventions in my writing?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions
- 12.R.2.1 Students can evaluate how style affects the meaning of text

●Content of unit/activities/objectives

- Notes
- worksheets
- terminology
- hands on trials

●Assessment:

- Brochure for a business
- Flyer advertising something
- Newsletter
- vocab quiz
- portfolio entry

Unit 7:

●Business letters and proposals

●Timeline: 3 days

●Essential Questions:

- What are the basics for writing business letters?
- What are the basics for writing a business proposal?
- How do I clarify my purpose in the writing?
- How do I identify the audience I am writing for?
- How important are grammar and spelling/conventions in my writing?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions
- 12.R.2.1 Students can evaluate how style affects the meaning of text

●Content of unit/activities/objectives

- Notes
- worksheets
- terminology
- hand on trials

●Assessment:

- Business letter
- Business proposal
- vocab quiz
- portfolio entry

Unit 8:

●Final Project – putting it all together

●Timeline: 15 days

●Essential Questions:

- What is the final project?
- How do I work in a group?
- How do I write a business proposal?
- How do I present my thoughts to others?
- How do I effectively use visual aids in my presentation?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

●Content of unit/activities/objectives

- Notes
- worksheets
- terminology
- hand on trials

●Assessment:

- portfolio for assignment
- oral group presentation
- visual aides

Creative Writing

Unit 1:

●Introduction to Creative Writing

●Timeline: 3 days

●Essential Questions:

- How do I decide names for my characters?
- Why is detail important in my writing?
- How do I show vs. tell in my writing?
- Why are conventions, such as spelling and grammar, important in my writing?
- How do I get creative if I don't feel I am?
- What is a Personal Reflection Portfolio (PRP)? *(This is set up as a 6 week project and will be due at that time)*

●Standards:

- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.

●Content of unit/activities/objectives

- Notes
- worksheets
- dance activity
- partner dress activity
- short story (creation of a 2-page short story)
- handouts for PRP

●Assessment:

- in class worksheet
- 2-page short story
- creative story introducing self to teacher

Unit 2:

•Writing a short story

●Timeline: 7 days

●Essential Questions:

- How do I format a short story?
- How do I develop characters?
- How do I write dialogue?
- What terminology goes with writing short stories?
- How do I show my thoughts vs. telling my thoughts in my writing?
- What is the plot line for my story?

●Standards:

- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 2.R.2.1 Students can evaluate how style affects the meaning of text.

●Content of unit/activities/objectives

- Notes
- rubric
- writing guides
- discussion
- samples

●Assessment:

- 10-page short story created by the student

Unit 3:

•Poetry

●**Timeline:** 10 days

●Essential Questions:

- How does poetry influence my life?
- What are the types of poetry I will be writing?
- What is iambic pentameter?
- What is the major terminology I need to use in my poetry?
- How do I compose my own poetry?

●Standards:

- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 2.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication.
- 12.LVS.1.2 Students can evaluate the interactions between society and media.

●Content of unit/activities/objectives

- Notes
- handouts
- examples

●Assessment:

- Quiz
- Poetry book or poetry online portfolio

Unit 4:

•Drama – Writing a 1-Act play

●Timeline: 5 days

●Essential Questions:

- What is the difference between plays and movies/television?
- What are the similarities between plays and movies/television?
- How do I put a play together?
- What is the set-up for a play?
- How is a play different/similar to short stories?

●Standards:

- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 2.R.2.1 Students can evaluate how style affects the meaning of text.

●Content of unit/activities/objectives

- Notes
- handouts
- examples

●Assessment:

- 10-page play (done in partners)
- Quiz

Unit 5:

•Children's Book

●Timeline: 3 Days

●Essential Questions:

- What is a children's book?
- How do I put one together?
- How do I know what I want to write about?
- How do I get my point across for little kids to understand?

●Standards:

- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 2.R.2.1 Students can evaluate how style affects the meaning of text.

●Content of unit/activities/objectives

- Notes
- handouts
- examples

●Assessment:

- Children's book
- Quiz

Unit 6:

•Travel Brochure/Video

●Timeline: 3 days

●Essential Questions:

- What do I need to include in a travel brochure?
- How is the word choice for brochures different from the other styles of writing?
- How do I best highlight my locale to others?
- What is a travel brochure?
- How do I turn my information in to a video

●Standards:

- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.
- 2.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

●Content of unit/activities/objectives

- Notes
- handouts
- examples

●Assessment:

- Travel Brochure and Video – may choose to do in a podcast style or web page instead
- Quiz

Unit 7:

•Scrapbook

●Timeline: 3 days

●Essential Questions:

- How does creating a scrapbook demonstrate creative writing?
- How can I best describe what I am doing?
- Why would I journal in my scrapbook?
- How can my words and descriptions help others to understand what is going on or how the event effected me?

●Standards:

- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.

●Content of unit/activities/objectives

- Notes
- handouts
- examples

●Assessment:

- 5-theme scrapbook with creative writing for each theme
- Quiz

Unit 8:

●Research Paper and presentation

●Timeline: 5 days

●Essential Questions:

- How is APA writing different from MLA writing?
- How do I use a research database to find information for my paper?
- How do I write a reference page?
- How do I format references within my paper?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.
- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

●Content of unit/activities/objectives

- Notes
- handouts
- examples

●Assessment:

- 3-5 page research paper
- Presentation of finding

Unit 9:

•Final Exam

●Timeline: 2 days

●Essential Questions:

- What is a short story and what are its elements?
- What is a drama and what are the elements?
- What is poetry and what are the elements?
- How do the different types of writing help you become a better writer?

●Standards:

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.
- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

●Content of unit/activities/objectives

- Notes
- handouts
- examples

●Assessment:

- Final Examination

Introduction to English Literature

Course Description:

This course is designed for college bound seniors to provide the foundation needed to succeed in typical college literature survey courses. English Literature's tradition pre-dates the founding of the American colonies by centuries. This course will study the heroes and monsters, the humor and tragedy, the imaginative and the satirical in that grand tradition. Students will discover at the historical, social, and cultural backdrop that shaped the literature of Great Britain. This course fulfills the ½ credit of 12th grade Literature requirement.

Units 1: The Anglo-Saxon Period and the Middle Ages

Timeline: 8 days

Essential Questions:

How does Beowulf fit the characteristics of an epic hero? (12.R.4.1)

How did establishment of Christianity impact the literature of the Middle Ages? (12.R.4.1)

How can you use summary and paraphrasing to comprehend narrative poetry with archaic language?(12.R.2.2)

How does Chaucer use three types of irony to satirize the culture of his time? (12.R.3.1)

How does Chaucer use the elements of humor (tools of satire) to expose the folly of his time? (12.R.3.1)

Standards:

12.R.2.2 Students can read fluently to comprehend grade-level text.

I can summarize a text.

12.R.3.1 Students can evaluate text for the author's style.

I can explain how diction, imagery, details, language, and sentence structure establish the tone of the passage.

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

I can use the lessons of history to discuss ethical behavior.

I can explain how it would feel to live in another time based on what I read.

I can compare and contrast the priorities of a variety of time periods.

Content/Activities/Objectives:

Introduction to the time period	
Beowulf	Epic hero characteristics Reading strategy: note taking, summarizing, Movie, comic book, podcast
Canterbury Tales	Intro to satirical techniques Reading strategy: note taking, paraphrasing, Write a modern day satire of a stereotypical character. Emulation.

Assessment:

Journaling: Analysis of irony, Analysis of satire, summary, paraphrase, Christian impact, epic hero
Write your own Tale

Literary Terms quiz: epic, in medias res, epic hero, dramatic irony, verbal irony, irony of situation, external conflict, internal conflict, characterization, tone, satire.

Introduction to English Literature**Unit 2: The English Renaissance (Hamlet, Shakespearean sonnets)**

Timeline: 12 days

Essential Questions:

How does the format of the English sonnet affect the meaning? (12.R.3.1)

How does the Shakespeare use motif to establish themes? (12.R.3.1) (12.R.2.2)

How does Shakespeare use soliloquy to characterize Hamlet? (12.R.3.1)

How does Hamlet fit Aristotle's criteria for a tragedy? (12.R.3.1)

How does Shakespeare use foils to characterize Hamlet by contrast?(12.R.3.1)

Standards:**12.R.2.2 Students can read fluently to comprehend grade-level text.**

I can answer factual questions about a text. (short answer in one place)

I can accurately answer short answer questions about a text. (multiple examples to prove)

I can accurately answer interpretation and inference questions about a text. (going beyond the text)

12.R.3.1 Students can evaluate text for the author's style.

I can explain how language affects meaning in a text.

I can explain how sentence structure affects meaning in a text.

I can explain how diction, imagery, details, affects meaning in a text.

12.LVS.1.2 Students can evaluate the interactions between society and media.

I can identify how a subculture generates types of media.

Content/Activities/Objectives:

Introduction to the time period	Time line, research, lecture, movie, Aristotle's criteria for tragic hero
Sonnets: 116 and 130	English sonnet format (rhyme, meter, stanzas, lines)
<i>Hamlet</i>	Kenneth Branagh's <i>Hamlet</i> read aloud study guide motif tracing, sticky notes, parallel text 3 minute Hamlet, Veggie Tales,

Assessment:

Sonnet journal : given a second sonnet, explain how the format contributes to the meaning

Style journal: inverted word order—Claudius's first speech

Quiz—Act I & II; Act III: reading for facts (character, plot, setting)

Essay Test/quizzes/presentation: (soliloquy, theme, Aristotle's criteria, foil)

Terms quiz: blank verse, soliloquy, motif, aside, tragic hero, inverted word order, meter, allusion, stanza, rhyme scheme, iambic pentameter, quatrains, couplets.

Introduction to English Literature

Unit 3: Poetry from the Renaissance to the Modern era

Timeline: 23 partial days (poem a day)

Essential Questions:

How do you use TP-CASTT or TOPASS to understand a poem? (12.R.2.2)

How does the author use figurative language(simile, metaphor, personification, apostrophe, irony, symbol, allegory, overstatement, understatement, paradox) to contribute to the meaning of his poem? (12.R.2.1)

How does the poem reflect the conventions and social issues of the time period? (12.R.4.1)

How does the author's background connect to the poem? (12.R.2.1)

Standards:**12.R.2.2 Students can read fluently to comprehend grade-level text.**

Write an accurate paraphrase of a poem;

Visualization of imagery and plot of a poem;

I can accurately answer interpretation and inference questions about a text.

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

I can use the lessons of history to discuss ethical behavior;

I can explain how it would feel to live in another time based on what I read;

I can compare and contrast the priorities of a variety of time periods.

12.R.2.1 Students can evaluate how style affects the meaning of text.

I can explain how language, imagery, diction affects meaning in a text.

12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication**12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade or to entertain.****Content/Activities/Objectives: TPCASTT**

- Renaissance
 - John Donne –“Batter my Heart”, “A Valediction Forbidding Mourning”, “Death be Not Proud,” “The Flea”
- Romanticism
 - William Blake: “A Poison Tree”, “The Lamb”, “The Tyger”, “Chimney Sweeper”
 - Coleridge: “Kubla Khan”
 - Lord Byron: “She Walks in Beauty
 - Shelley: “Ozymandias”
 - Keats: “When I Have Fears that I May Cease to Be”

- The Victorian Age (POETRY)
 - Tennyson “Crossing the Bar”
 - Browning “Sonnet 43”
 - Gerard Many Hopkins “Pied Beauty”
 - Lewis Carroll: “Jabberwocky”
 - Robert Browning: “My Last Duchess”
 - Housman “To An Athlete Dying Young”
 - Hardy “The Man He Killed”
- Modern Era
 - Owen “Dulce et Decorum Est”
 - Auden “Unknown Citizen”
 - Thomas “Do Not Go Gentle into That Good Night”
 - Yeats “The Second Coming”

Assessment:

Poetry—iweb page—pictures, words, podcast of the poem, interpretation, and figurative language, author biography
One analytical writing.

Introduction to English Literature

Unit 4: Romanticism, Satire and *Northanger Abbey*

Timeline: 13 days (at the same time as the poetry a day unit)

Essential questions:

How does Austen use the tools of satire to poke fun of the Gothic literature of the time?

How does Austen's criticism of Gothic literature compare to the satirical works criticizing Gothic literature today?

How does Austen use the tools of satire to mock the social conventions surrounding marriage for money?

How does the society found in the Romantic era compare to today's society?

Standards:

12.R.2.1 Students can evaluate how style affects the meaning of text.

I can explain how the elements of diction, imagery, details, language, and sentence structure establish the tone (satirical) of the passage.

12.R.2.2 Students can read fluently to comprehend grade-level text.

I can answer factual questions, short answer questions, interpretation and inference questions.

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

I can compare and contrast the priorities of a variety of time periods.

I can explain how it would feel to live in another time based on what I read.

I can use the lessons of history to discuss ethical behavior.

Activities/Content/Objectives:

Introduction to the time period	Vindication of the Rights of Women/research on time period, gothic literature of the time
Introduction to satire	Modern Proposal, Monty Python
Northanger Abbey	Close readings, satirical tools focus, movie

Assessment:

Quizzes, research presentations

Close readings

Formal Essay: Analysis of theme/character/satire 2-2 1/2 pages.

Introduction to English Literature

Unit 5: The Modern Era and *Brave New World*

Timeline: 2 weeks

Essential Questions:

How can I figure out the meaning of coined words using context clues?

What events of the modern era influenced Huxley's dystopian view in *Brave New World*?

How accurate is the depiction of Huxley's vision of the future when compared to current society?

How are Bernard, the Comptroller, Lenina and John contrasted or offered as foils?

How does Huxley use setting to reinforce themes in *Brave New World*?

Standards:**12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.**

I can identify words in a sentence that are context clues.

I can define unfamiliar words in a sentence by using context clues.

I can define unfamiliar concepts in an entire text by using context clues.

12.R.2.1 Students can evaluate how style affects the meaning of text.

I can explain how diction, imagery, details, language and sentence structure affects meaning.

12.R.2.2 Students can read fluently to comprehend grade-level text.

I can answer factual questions, short answer questions, interpretive questions, and inference questions about a text.

I can apply information from a text to respond to a situation.

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

I can use the lessons of history to discuss ethical behavior.

I can explain how it would feel to live in another time based on what I read.

I can compare and contrast the priorities of a variety of cultures and time periods.

12.LVS.1.2 Students can evaluate the interactions between society and media.

I can identify propaganda devices/techniques in various media.

I can evaluate the effect of prop devices/techniques in various media.

Content/Activities/Objectives:

Intro to Modern Era	
Brave New World	Vocab context activity Counselor activity Discussion Propaganda techniques

Assessment:

Test

Vocab quiz

Journaling

Contemporary Literature

Course description: Students taking this course will be studying literature from our time. The course will feature themes in current literature from diverse cultures and focus on reading skills. Students will read interesting short stories, novels, and poetry.

Unit:

Nineteen Minutes – Jodi Picoult

●**Timeline:** 2 weeks

●**Essential Questions**

- What narrative perspective is utilized and how does it affect how the story is told?
- How does reading a book from a different area/perspective help to teach/learn about that culture and about yourself?
- How does what happened in the novel equate to real life situations?
- How does the word choice of the author/narrator affect the voice and tone of this book?

●**Standards:**

- 12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.2.2 Students can read fluently to comprehend grade-level text.
- 12.R.3.1 Students can evaluate text for author's style.
- 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.
- 12.W.1.1 Students can generate correspondence for workplace or academic settings
- 12.W.1.3 Students can revise documents for ideas, organizations, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication
- 12.LVS.1.2 Students can evaluate the interactions between society and media.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

●**Content of unit/activities/objectives**

- study guide
- reaction journal (voice or typed)
- sticky notes
- visual organizers
- google mapping

●**Assessment:**

- tests/quizzes
- podcasts
- portfolios

Unit:**Curious Incident of the Dog in the Night – Mark Haddon****●Timeline – 1 ½ weeks****●Essential Questions**

- What narrative perspective is utilized and how does it affect how the story is told?
- How does reading a book from a different area/perspective help to teach/learn about that culture and about yourself?
- How does the word choice of the author/narrator affect the voice and tone of this book?
- How does the manner in which this story is told allow you to better understand others circumstances/situations?

●Standards:

- 12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.2.2 Students can read fluently to comprehend grade-level text.
- 12.R.3.1 Students can evaluate text for author's style.
- 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.
- 12.W.1.1 Students can generate correspondence for workplace or academic settings
- 12.W.1.3 Students can revise documents for ideas, organizations, diction, fluency, voice, and presentation.
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- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication
- 12.LVS.1.2 Students can evaluate the interactions between society and media.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

●Content of unit/activities/objectives

- study guide
- reaction journal (voice or typed)
- sticky notes
- visual organizers
- google mapping

●Assessment:

- tests/quizzes
- podcasts
- portfolios

Unit:
Poetry

●**Timeline:** 1 week

●**Essential Questions**

- How does the word choice of the author create tone?
- How does this type of literature affect media?
- How can you correlate poetry with novels or other writings?
- How has poetry evolved within contemporary society?

●**Standards:**

- 12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.2.2 Students can read fluently to comprehend grade-level text.
- 12.R.3.1 Students can evaluate text for author's style.
- 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.
- 12.W.1.1 Students can generate correspondence for workplace or academic settings
- 12.W.1.3 Students can revise documents for ideas, organizations, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication
- 12.LVS.1.2 Students can evaluate the interactions between society and media.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

●**Content of unit/activities/objectives**

- location of other poetry to combine with what is being taught
- portfolio of own work

●**Assessment:**

- portfolios

Unit:

The Road- Cormac McCarthy

●**Timeline:** 2 weeks

●**Essential Questions**

- What narrative perspective is utilized and how does it affect how the story is told?
- How does reading a book from a different area/perspective help to teach/learn about that culture and about yourself?
- How does the word choice of the author/narrator affect the voice and tone of this book?
- What does this story teach you about human struggle to survive?

●**Standards:**

- 12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.2.2 Students can read fluently to comprehend grade-level text.
- 12.R.3.1 Students can evaluate text for author's style.
- 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.
- 12.W.1.1 Students can generate correspondence for workplace or academic settings
- 12.W.1.3 Students can revise documents for ideas, organizations, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication
- 12.LVS.1.2 Students can evaluate the interactions between society and media.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

●**Content of unit/activities/objectives**

- study guide
- reaction journal (voice or typed)
- sticky notes
- visual organizers
- google mapping

●**Assessment:**

- tests/quizzes
- podcasts
- portfolios

Unit:
Short Story

●**Timeline – 1 week**

●**Essential Questions**

- Are short stories more or less effective than novels?
- How does the word choice of the author/narrator affect the voice and tone of a story?
- What is the difference in plot development in a short story in comparison to a novel?
- How does limited length effect the author's ability to show vs. tell?

●**Standards:**

- 12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.2.2 Students can read fluently to comprehend grade-level text.
- 12.R.3.1 Students can evaluate text for author's style.
- 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.
- 12.W.1.1 Students can generate correspondence for workplace or academic settings
- 12.W.1.3 Students can revise documents for ideas, organizations, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication
- 12.LVS.1.2 Students can evaluate the interactions between society and media.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

●**Content of unit/activities/objectives**

- group interactions
- PowerPoint/Keynote

●**Assessment:**

- Test

Unit:

Bluest Eye (Toni Morrison) or Peace Like a River (Leif Enger)

● **Timeline** – 1 ½ weeks

● **Essential Questions**

- What narrative perspective is utilized and how does it affect how the story is told?
- How does reading a book from a different area/perspective help to teach/learn about that culture and about yourself?
- How does what happened in the novel equate to real life situations?
- How does the word choice of the author/narrator affect the voice and tone of this book?

● **Standards:**

- 12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.2.2 Students can read fluently to comprehend grade-level text.
- 12.R.3.1 Students can evaluate text for author's style.
- 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.
- 12.W.1.1 Students can generate correspondence for workplace or academic settings
- 12.W.1.3 Students can revise documents for ideas, organizations, diction, fluency, voice, and presentation.
- 12.W.2.1 Students can edit a document for all conventions.
- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication
- 12.LVS.1.2 Students can evaluate the interactions between society and media.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

● **Content of unit/activities/objectives**

- study guide
- reaction journal (voice or typed)
- sticky notes
- visual organizers
- google mapping

● **Assessment:**

- tests/quizzes
- podcasts
- portfolios

Advanced Placement Literature and Composition

Course Description: This college level Literature course will focus on preparation for the Advanced Placement Literature and Composition test. Passing this test may allow students to earn college Humanities credit in Literature. This course will engage students in the careful reading and critical analysis of literature including drama, novel, prose, and poetry. Students will write a variety of papers that would mirror a college level literature course. Grading is based on formal writing assignments, exams, and quizzes and sample AP tests and essays.

Unit 1: Summer Reading: Jane Eyre

Timeline: 2 ½ days

Essential Questions:

How is the key conflict of passion vs. duty reflected throughout each episode of the book?

How does Bronte use setting to establish a framework for her novel?

What is the author's attitude toward the Victorian time period's treatment of women?

How does Bronte incorporate elements of the Gothic tradition into her novel?

How does Bronte use symbol and foreshadowing to reinforce her theme?

Standards:

12.R.2.1 Evaluate how style affects the meaning of text.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.4.1 evaluate the depiction of human experience in literary works from diverse cultures, locations and time periods.

Content:

Jane Eyre	Discussion, small group, jeopardy,

Assessment:

Journal writing, objective test.

AP Literature and Composition

Unit 2: Summer Reading: The Kite Runner

Time line: (2 ½ days)

Essential Questions:

How does Hosseini use the symbol of the kite to reinforce his theme? (12.R.3.1)
(12.R.2.2)

How does the history of Afghanistan affect the conflict in The Kite Runner? (12.R.4.1)

How does Hosseini use the theme of redemption as the driving force through the book? (12.R.3.1)

How does Hosseini use foreshadowing to build suspense? (12.R.3.1)

What elements of diction, imagery, detail, language and syntax characterize Hosseini's style? (12.R.3.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.3.1 Students can evaluate text for author's style.

Content/Activities/Objectives:

Kite Runner	Journal: connection, style commentary
	Class room discussion

Assessment:

Journal: connection, style commentary

Test: Essay based on a writing prompt from the AP Lit test (Open ended prompt 1)

AP Literature and Composition

Unit 3: Short Stories by Flannery O'Connor, Anton Chekhov, and Joyce Carol Oates/Literary Analysis Essay

Essential Questions:

What are the stylistic elements that characterize O'Connor, Chekhov, and Oates?

(12.R.3.1)

How does the authors' background and literary time period contribute to their styles?

(12.R.4.1)

How do the styles differ from one another? (12.R.3.1)

How do you adapt reading strategies to cope with the different styles? (12.R.2.2)

What are the guidelines for writing about literature? (12.W.1.3 and 12.W.2.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.3.1 Students can evaluate text for author's style.

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 Students can edit a document for all conventions.

Content/Activities/Objectives:

Reading	Dark Side of the Cross—Guide to O'Connor Background on Modernism—Oates Background on Victorian era, Russian Lit— Chekhov Classroom discussion
Writing	Guidelines for Writing about Literature-- Perrine's Literary analysis: Choose an author/story. Write a 2 ½ to 3 page paper analyzing the author's style as it appears in the story and how it reflects the author's time period.

Assessment:

Journaling in class on each.

Test: What is the significance of the title to the story as a whole?

Paper: Style analysis

Writing prompt on prose

AP Literature and Composition

Unit 4: Pride and Prejudice: analysis of satire paper

Time Line:

Essential Questions:

How does Austen use the three types of irony to mock the conventions of marriage and class structure during her time period? (12.R.4.1)

What satirical tools does Austen use to develop foolish characters? (12.R.3.1)

What are the guidelines for writing about literature?

How do I revise to strengthen the evidence in my paragraphs? (12.W.1.3)

How do I revise to strengthen the introduction of my essays? (12.W.1.3)

How has Pride and Prejudice pervasively entered media?

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.3.1 Students can evaluate text for author's style.

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.LVS.1.2 Students can evaluate the interactions between society and media.

Content/Activities/Objectives:

Pride and Prejudice	Study Guide, discussion, movie
Writing	Review introductions, evidence and documentation, MLA Sentence pattern writing activity
Media	BBC version, Bride and Prejudice version, Jane Austen Book club, Pride and Prejudice and Zombies.

Assessment:

Reading quizzes with objective questions and short essay.

Essay: Analysis of the tools of satire used in a particular scene.

Writing prompt of satirical prose

AP Literature and Composition

Unit 5: Poetry/ Tea party: poetry paper (compare and contrast evaluation)

Timeline: 21 days (15 days for direct instruction, 1 day for test, 4 days for Tea Party/Poetry Out Loud Contest)

Essential Questions:

How does one use the process of TPCASTT to get meaning from a poem? (12.R.2.2)

How do the poets use figurative language to reinforce the meaning of a poem?

(12.R.4.1)

How do the sound devices to reinforce the meaning of a poem? (12.R.4.1)

How do rhythm/meter and form to reinforce the meaning of a poem? (12.R.4.1)

How does an author use elements of style (diction, imagery, details, language, syntax) to reinforce the meaning of a poem? (12.R.4.1)

How does one discern good poetry from inferior poetry? (12.R.3.1)

How is the author's background and time period reflected in the poem? (12.R.4.1)

How does one use integrated style in a comparison/contrast essay? (12.W.1.3)

How do you document lines of poetry and incorporate them into your writing?

(12.W.2.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.3.1/ 12.R.4.1 Students can evaluate text for author's style and how it affects meaning.

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 Students can edit a document for all conventions.

Content/Activities/Objectives:

Poetry chapters	Concept introductions Practice with poems from the chapter. TPCASTT
Writing	Comparison/Contrast essay of evaluation on a pair of poems. Paragraphs compare use of

	stylistic trait while making a judgement. Sentence Pattern Writing activities
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Assessment:

Test over terms for figurative language, sound devices, and rhythm and meter. (know the term and apply it)

3 Writing prompts on poetry

Paper

Tea Party: famous poet introduces self, recites a poem for the Poetry Out Loud contest.

Public Performance: Goss, Public Library. Include judges at this performance. Oral recitation.

Writing prompt poetry

Writing prompt comparison contrast poetry

AP Literature and Composition

Unit 6: Invisible Man by Ralph Ellison

Time Line: (13 days) Literary analysis: tracing a motif?

Essential Questions:

How does Ellison's style reflect his African American heritage? (12.R.4.1)

How does Ellison use the motifs of invisibility and blindness throughout the novel?

(12.R.4.1)

How does Ellison use stylistic devices to reinforce meaning in Invisible Man?(12.R.4.1)

How does Ellison use syntax to reinforce meaning in Invisible Man?(12.R.4.1)

How does Invisible Man explore the universal theme of search for self? (12.R.4.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.3.1 Students can evaluate text for author's style and how it affects meaning?

Content/Activities/Objectives:

Invisible Man	Prereading, marking for invisibility, study guide, close reading activities, journals

Assessment:

quizzes,

journals,

essay test close read and trace the theme of invisibility or blindness

AP Literature and Composition

Unit 7: Tragedy: Oedipus Rex and Othello (research paper: extended literary analysis)

Timeline: 3 days

Essential Questions:

What are the conventions of ancient Greek theater? (12.R.4.1)

How does **Sophocles** create a tragic hero to meet the Aristotelian criteria?
(12.R.2.2)

How does **Sophocles** incorporate the use of dramatic irony to reinforce theme?
(12.R.4.1)

How does **Sophocles** use the tragic flaw (hamartia) of hubris to bring about Oedipus' downfall? (12.R.4.1)

How does **Sophocles** use the choral commentary to reinforce the theme? (12.R.4.1)

How does **Sophocles** use the motif of blindness to reinforce his tragedy? (12.R.4.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.3.1/ 12.R.4.1 Students can evaluate text for author's style and how it affects meaning.

Content/Activities/Objectives:

Oedipus Rex	Clip from <i>Mighty Aphrodite</i> , intro to Greek literature, movie from the theater of Epidaurus,
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Assessment: quizzes, journals,

Objective Test,

Research paper—extended literary analysis in MLA style 4 1/2-5 pages.

Writing prompt Open ended prose

AP Literature and Composition

Unit 8: Tragedy: Othello

Timeline: 11 days (2 days per act-includes showing movie version as we read)

Essential Questions:

How does **Shakespeare** use motif to establish themes? (12.R.3.1) (12.R.2.2)

How does **Shakespeare** use soliloquy to characterize Iago and Othello? (12.R.3.1)

How does **Shakespeare** use foils to characterize Othello?(12.R.3.1)

How does **Shakespeare** use figurative language to reinforce meaning? (12.R.4.1)

How can you use reading strategies to comprehend **Shakespearean** plays? (12.R.2.2)

How does the modernization of *Othello* (through diction, tone, and syntax) in the movie

O reflect modern society? (12.LVS.1.2 and 12.LVS.1.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.3.1/ 12.R.4.1 Students can evaluate text for author's style and how it affects meaning.

12.LVS.1.2 Students can evaluate the interactions between society and media.

12.LVS.1.1 Students can evaluate diction, tone, syntax used in communication.

Content/Activities/Objectives:

Othello	Read aloud, trace motifs, movie versions, close readings, figurative language analysis

Assessment:

Essay test on a theme, essay on a soliloquy

AP Literature and Composition

Unit 9: Research paper (Extended Literary Analysis on Othello)

Timeline: 4 days intro, evidence collection, revision, editing

Essential Questions:

How do you incorporate research from literary criticism into a researched paper?

(12.R.5.1)

How do I use research from a variety of credible sources in an MLA style paper that defends a position on a theme from *Othello*? (12.W.1.2)

How do document a play using parenthetical citations? (12.W. 2.1)

Standards:

12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 Students can edit a document for all conventions.

12.R.5.1 Students can synthesize information from multiple sources to analyze issues to make decisions for research.

12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.

Locating literary criticism using library research data bases	Library orientation on databases specific for literary criticism.
Formulating a thesis	Themes, motifs, character analysis, historical influences, stylistic characteristics, symbols...
Documentation of criticism in MLA style	
Citing Shakespearean plays	

Assessment:

Research paper—extended literary analysis in MLA style 4-4 ½ pages.

AP Literature and Composition

Unit 10: Personal narrative podcasts

Timeline—4 days for performance

Essential Questions:

Can I demonstrate my own writing style in a personal narrative?(12.W.1.3)

Can I use technology to share my oral reading of written personal narrative?

(12.LVS.1.3)

Can I write for an audience? (12.W.1.3)

Can I write using assigned stylistic elements? Catalogue, capturing dialect, satire, parenthetical expression, fragments, rhetorical questions, symbol, juxtaposition, narrator, informal language. (12.W.1.3)

Standards:

12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

12.W. 1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

Focus on showcasing your own style.

Content/Activities/Objectives:

Performance of original pieces, narratives about your personal life during your senior year.	Style focus: sentence patterns, word choice, voice, figurative language.
Planning form	Selecting a topic, how will my account of this ubiquitous senior moment differ from everyone else's (narrowing and personalizing the topic), What vocabulary, sentence structure, language style, imagery, memorable details, will I use to tell my story.

Assessment: Reflection on your own writing style—journal/form. The pieces will be written and performed for the class, handed in with reflection.

AP Literature and Composition

Unit 11: vocab

Time line: (20 minutes per quiz; 45 minutes per review quiz)

Essential Questions:

How does one improve their writing with advanced diction?

How does one use context clues to interpret the meaning of unfamiliar words?

How does one improve their understanding of what is read by vocabulary building?

Standards:

12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues?

12.W.1.3 Students can revise documents for ideas, organization, diction, fluency, voice, and presentation.

Content/Activities/Objectives:

Workbook Reading	Students study independently for quizzes In every other reading unit, students will use numerous context clues to figure out vocabulary as they read.
Writing	Word of the day from vocab/Teacher will choose 5 words from the weeks list to highlight one per day. The word will be posted somewhere in the room and the teacher will attempt to use it in a contest with the students who will attempt to use it. Some sort of auditory recognition—bell. Applause button?

Assessment:

6 unit quizzes from the Level G Vocabulary workshop. Two review quizzes over three units each. Other weeks will focus on the vocabulary of literary analysis.

AP Literature and Composition

Unit 12: Scholarship resume/college application essay/letter/Letters about Literature

Time line: 2-3 days

Essential Questions:

How do I prepare a resume that highlights my activities, interests and abilities for scholarship purposes? (12.W.1.1)

How do I use personal narrative to share my personality and passions beyond the information on my resume?(12.W.1.3)

How do I write a college application letter that will stick out from all the other application letters? (12.W.1.1, 12.W.1.3)

How do I edit a document to ensure that my writing skills are showcased in the application process? (12.W.2.1)

How will I use the show, don't tell rule of writing in my college/scholarship application essay? (12.W.1.3)

How do I choose an appropriate format for my formal letter? (12.W.1.1)

Standards:

12.W.1.1 Students can generate correspondence for workplace or academic settings.

I can complete an application.

I can write a resume.

I can write an application essay.

12.W.1.3 Students can revise documents for ideas, organization, diction, fluency, voice, and presentation.

I can revise for all six traits—focus on voice.

12.W.2.1 Students can edit a document for all conventions.

Content/Activities/Objectives:

Resume	Model format—SDSU's scholarship resume?
College/Scholarship application essay	The Worst College Application Letters Website tutorial Choosing the question
Letters About Literature Contest	Letter to an author

Assessment:

Collect each student's resume and application letter graded for content and for conventions.

Bulletin board of resumes.

AP Language and Composition

Course Description: This college level English course will focus on preparation for the Advanced Placement Language and Composition test. Passing this test may allow students to earn college credit for their freshman composition. This course will engage students in the careful reading and critical analysis of nonfiction works and of literature including novel, prose, poetry, and drama. Students will write a variety of papers that would mirror a college level composition course. Grading is based on formal writing assignments, exams, and quizzes and sample AP tests and essays.

Unit 1: Summer Reading: *Three Cups of Tea*--practice synthesis essay

Timeline: 1 day--discussion and in class essay

Essential Questions:

How does Mortensen define foreign vocabulary by the use of context clues? (12.R.1.1)

How does the history, culture, and religion of Pakistan (Balti, Muslim) affect the conflict in *Three Cups of Tea*? (12.R.4.1)

How does the memoir use the concept of struggle or hardship to develop the story? (12.R.3.1)

How does Mortensen build a case for building schools as the answer to terrorism? (12.R.5.1)

How does Mortensen's transformation from mountain climber to humanitarian hero affect the theme of the memoir? (12.R.3.1)

How can you use Mortensen's claims and example to contribute to a position on fighting terrorism in Pakistan? (12.R.5.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.

12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research?

12.R.3.1 Students can evaluate text for author's style.

Activities/Content:

Discussion	Assessment: in-class essay
Focus on the character, the hardships, the culture.	Use the book and two additional articles to argue whether Mortensen's position of fighting terrorism by building schools is the wisest course.

Unit 2: Summer Reading: *Angela's Ashes*--style journal

Timeline: 1st morning of school

Essential Questions:

How does the author's cultural background (Irish, Catholic, poor) affect the style and content of the memoir?

What are the stylistic characteristics in diction, imagery, detail, language and syntax used by Frank McCourt in his memoir?

How does the author incorporate the theme of hunger to enhance the message of the autobiography?

What is the author's attitude toward his parents and the church in his memoir?

Standards:

12.R.2.1 Evaluate how style affects the meaning of text.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.4.1 evaluate the depiction of human experience in literary works from diverse cultures, locations and time periods.

Content:

Activities	Assessment
Discussion, small group, jeopardy	journal writing project

Unit 3: Research paper: Foreign policy questions: Africa, Asia, Middle East

Essential Questions:

How do you narrow a topic, choose quality research and glean information from those sources to support a thesis?

How do you synthesize information into an organized and compelling series of arguments? (12.W.1.2)

How do you accurately document quoted, paraphrased, and summarized information in APA style?

How do you edit a document for error-free publication? (12.W.2.1)

How do you revise a document for the 6 traits of writing (specific evidence, organization which includes rebuttal of expected arguments, sophisticated word choice, scholarly and unbiased voice, use of advanced sentence patterns)? (12.W.1.3)

Standards:

12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.

12.W.2.1 Students can edit a document for all conventions.

12.W.1.3 Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.

Content/Activities:

Activities	Assessment
Background Research: discerning the conflict and possible foreign policy positions	Research documents
Formulating a thesis	email thesis
Organizing including rebuttal	outline
APA style introduction quia activity	
drafting	rough draft
revision for 6 traits	2nd draft
editing	final draft

Unit 4: Nonfiction Essays--Style focus--DIDLS, Argumentation, Persuasive appeals

Essential Questions:

How does an author use the elements of style (diction, imagery, detail, language, and syntax) to affect meaning? (12.R.2.1 and 12.R.3.1, 12.R.2.2)

How does an author use the persuasive appeals (ethos, pathos, logos) to affect the reader's response? (12.R.2.1 and 12.R.3.1)

How does an author use inductive and deductive reasoning to affect persuasion? (12.R.2.1 and 12.R.3.1)

How do you write an analysis essay of nonfiction prose? (12.W.1.3)

How do you write a persuasive essay to a prompt? (12.W.1.3)

Standards:

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12. R.3.1 Students can evaluate text for author's style.

12.W.1.3 Students can revise documents for the six traits.

Content/Activities:

Activities	Assessment
DIDLS analysis of several pieces of various style from Norton Reader	timed writing
Diagramming Toulmin model--inductive reasoning used in various essays	timed writing
Persuasive appeals analysis in various essays	timed writing

Unit 5: Catch-22--Persuasive Essay on war issue

Essential Questions:

How does Heller use the concept of Catch-22 (no win situations) to enhance his message about war? (12.R.2.1)

How does Heller use the motif of insanity to enhance his message about war? (12.R.3.1)

How can you comprehend a story that is told out of time order? (12.R.2.2)

How does Heller use the de ja vu plot structure to enhance his message about war? (12.R.2.1)

How does Heller use the tools of satire (irony, humor, overstatement, understatement etc. to lambast his (and our) society's propensity for war and are the effective? (12.R.2.1 and 12.R.3.1)

How does one use inductive reasoning and the persuasive appeals to take a stand on the issue of war in our time? (12.W.1.3) (12.W.

Standards:

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12. R.3.1 Students can evaluate text for author's style.

12.W.1.3 Students can revise documents for the six traits.

12.W.2.1 Students can edit a document for all conventions.

Content/Activities:

Activities	Assessment
Discussion--what topics come up in the novel and what do these say about war	Persuasive essay: position on an aspect of war--5 paragraph, processed essay
Activity--character connections--picture of character in a scene--how is this character connected to Yossarian? electronic? bulletin board; character charts	timed writing on insanity
tools of satire analysis	

Unit 6: *Heart of Darkness*: Essay of Definition (civil vs. savage)

Essential Questions:

- How does Conrad expose the horrors of colonization of the Congo by Europeans in *Heart of Darkness*? (12.R.4.1)
- How does Conrad use the motif of “darkness” in his novel? (12.R.2.1 and 12. R.3.1)
- How does Marlow (the narrator) compare to Kurtz (the villain)? (12.R.2.2)
- How does Conrad define savagery vs. civility in *Heart of Darkness*? (12.R.2.2)
- What are the defining characteristics of Conrad’s style? (12.R.2.1 and 12. R.3.1)
- How can you write an essay of definition using literature as proof to define a concept?

Standards:

- 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.
- 12.R.2.1 Students can evaluate how style affects the meaning of text.
- 12.R.2.2 Students can read fluently to comprehend grade-level text.
- 12. R.3.1 Students can evaluate text for author’s style.
- 12.W.1.3 Students can revise documents for the six traits.
- 12.W.2.1 Students can edit a document for all conventions.

Activities	Assessment
Reading strategies to comprehend this book written at grade level: note taking, use of Spark notes, visualization methods, group presentations	quizzes
Tracing the concept of savagery and civilization	definition essay
movie: <i>Hotel Rwanda</i> --connecting the novel to current events in Africa	Research paper topic ideas

Unit 7: *Frankenstein*

Essential Questions:

How does Shelley use the frame narrative to contribute to the meaning of her story? (12.R.3.1 and 12.R.2.1)

How can I use reading strategies like flagging to comprehend *Frankenstein*? (12.R.2.2)

How does Shelley develop the character of Victor Frankenstein to reinforce her themes of importance of friendship, family, education, and responsibility? (12.R.3.1 and 12.R.2.1)

What are the stylistic elements that make up Shelley's style? (12.R.3.1 and 12.R.2.1)

How does the Shelley's time period affect the depiction of women, the depiction of medicine, and the depiction of science? (12.R.4.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12. R.3.1 Students can evaluate text for author's style.

Activities	Assessment
	journals--two character, two theme related in class journal writings.
Discussion: Highlight what is unexpected.	group skit with costumes, props, scenery--write your own script--can be satirical.
movie night: <i>Young Frankenstein</i>	

Unit 8: *The Tempest* by William Shakespeare

Essential Questions:

How does Shakespeare combine elements of tragedy and comedy in *The Tempest*? (12.R.2.1)

How does Shakespeare define savagery and civility in *The Tempest* in the context of the colonization he sees in his time period? (12.R.4.1)

What are the defining characteristics of Shakespeare's style and what can you as a reader do to comprehend Shakespearean text? (12.R.3.1 and 12. R. 2.2)

How does Shakespeare's use of allusion affect the meaning of the play as a whole? (12.R. 2.2 and 12.R.2.1/12.R.3.1)

How does Shakespeare develop the theme of forgiveness in the play? (12.R.2.1)

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12. R.3.1 Students can evaluate text for author's style.

Activities	Assessment
Read aloud in class; act it out with costumes	
study guide, cross word puzzle,	test
reading strategy--note taking	definition essay--civility vs. savagery

Unit 9: *Blue Highways*: Emulation of style pieces: analysis of Style essay

Essential Questions:

How does Least Heat Moon use his Native American background to enhance his travelogue? (12.R.4.1)

How does Least Heat Moon define what it means to be an American? (12.R.4.1, 12.R.2.1)

What are the key characteristics of Least Heat Moon's style? (12.R.2.1, 12.R.3.1)

What are the themes developed in Least Heat Moon's book? (12.R.3.1)

How can I emulate Least Heat Moon's style while writing about my own region? (12.W.1.3)

Which parts of Least Heat Moon's book do you connect to? (12.R.2.2)

How can I write an essay that analyzes the style used by Least Heat Moon?

Standards:

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

12.R.2.1 Students can evaluate how style affects the meaning of text.

12.R.2.2 Students can read fluently to comprehend grade-level text.

12.R.3.1 Students can evaluate text for author's style.

12.W.1.3 Students can revise documents for the six traits.

12.W.2.1 Students can edit a document for all conventions.

Activities	Assessment
In class discussion for connections, theme, style	journals--emulation, reaction, analysis
create a board game that emphasizes the 10 regions of the US, the characters, key sayings, and themes.	essay analyzing a particular section of <i>Blue Highways</i>
	writing your own travelogue

Unit 10: Personal narrative podcasts

Timeline—4 days for performance

Essential Questions:

- Can I demonstrate my own writing style in a personal narrative?(12.W.1.3)
- Can I use technology to share my oral reading of written personal narrative?
(12.LVS.1.3)
- Can I write for an audience? (12.W.1.3)
- Can I write using assigned stylistic elements? Catalogue, capturing dialect, satire, parenthetical expression, fragments, rhetorical questions, symbol, juxtaposition, narrator, informal language. (12.W.1.3)

Standards:

12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

12.W. 1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

Focus on showcasing your own style.

Activities	Assessment
Style focus: sentence patterns, word choice, voice, figurative language.	Assessment: Reflection on your own writing style—journal/form. The pieces will be written and performed for the class, handed in with reflection.
Selecting a topic, how will my account of this ubiquitous senior moment differ from everyone else's (narrowing and personalizing the topic), What vocabulary, sentence structure, language style, imagery, memorable details, will I use to tell my story.	Performance of original pieces, narratives about your personal life during your senior year.

AP Language and Composition

Unit 11: Vocab

Time line: (20 minutes per quiz; 45 minutes per review quiz)

Essential Questions:

How does one improve their writing with advanced diction?

How does one use context clues to interpret the meaning of unfamiliar words?

How does one improve his or her understanding of what is read by vocabulary building?

Standards:

12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues?

12.W.1.3 Students can revise documents for ideas, organization, diction, fluency, voice, and presentation.

Content/Activities/Objectives:

Activities	Assessment
Students study independently for quizzes	quizzes for unit 7-15 from the Level G Vocabulary workshop. Three review quizzes over three units each.
In every other reading unit, students will use numerous context clues to figure out vocabulary as they read.	
Word of the day from vocab/Teacher will choose 5 words from the weeks list to highlight one per day. The word will be posted somewhere in the room and the teacher will attempt to use it in a contest with the students who will attempt to use it. Some sort of auditory recognition—bell. Applause button?	

Speech 1

Course Description:

Speech I class helps the student increase confidence and success in communication. Students learn to work in teams and listen to spoken messages. A variety of speeches are given in class which involve demonstration, information and persuasion. This class learns “real world” communication skills that are valuable to the student and future worker.

Units:

- Unit 1: Introductory Speech
- Unit 2: Listening
- Unit 3: Demonstration Speech
- Unit 4 : Nonverbal Communication
- Unit 5: Research
- Unit 6: Informative Speech
- Unit 7: Persuasive Speech
- Unit 8: Group Speech
- Unit 9: Media

Unit 1: Introductory Speech

Essential Questions: Introductory Speech

- 1) What are the components of a basic speech?
- 2) What processes are used to prepare a speech?
- 3) What processes are used present a speech?
- 4) What parts make up the communication model?

Standards: Introductory Speech

- 9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.
- 10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.

Content and Activities:

- Constructing Speech
- Introduction, Body and Conclusions
- Basic Outline Structures
- Pillars of confidence (Chapter 2)
- Communication Model (Chapter 1)

Timeline: 6 Days including speech and test

Unit 2: Listening

Essential Questions: Listening

- 1) What are the (four) types of listening?
- 2) What are the (seven) roadblocks to good listening?
- 3) What are the (four) strategies of effective listening?

Standards: Listening

- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

Activities/Content

Chapter 3

Assessment

Chapter 3 Test

Timelines: 3 days including the test

Unit 3: Demonstration Speech

Essential Questions: Demonstration Speech

- 1) How does a speaker construct an outline?
- 2) How can speaker incorporate visuals aids to enhance a speech?
- 3) What are the essential components of a introduction of a speech?
- 4) What are the essential components of a body of a speech?
- 5) What are the essential components of a conclusion of a speech?

Standards: Demonstration Speech

- 9.LVS.1.2 Students can implement organizational methods for informative presentations.
- 9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Content/Activities:

Demonstration Outline
Visual Aid Options
Chapter 9
Sample Speech

Assessment

Demonstration Rubric
Demonstration Outline
Chapter 9 test

Unit 4: Nonverbal Communication

Essential Questions: Unit 4: Nonverbal Communication

- 1) How does nonverbal communication impact a speaker's message?
- 2) How does culture affect nonverbal communication?

Standards: Unit 4: Nonverbal Communication

- 10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message.
- 10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.

Content/Activities:

Visual/Video example
Spacial Activities
Charades]

Assessment

Chapter 4 Test

Unit 5: Research

Essential Question: Research

- 1) How can a speaker gather reliable sources?
- 2) How can a speaker gather credible sources?
- 3) How does a speaker credit sources using MLA style?

Standards: Research

- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.

Activities/Content

Source Evaluation Checklist
Library Resource Presentation
Citation Correction Activity
Easy Bib
Three Credible Sources
Source Scavenger Hung

Assessment

MLA Works Cited Page
MLA/Credibility Test

Timelines: 2 days

Unit 6: Informative Speech

Essential Questions: Informative Speech

- 1) What different patterns are used to organize the speech body?
- 2) Which organizational pattern best suits the purpose of a specific informative speech?
- 3) How does a speaker incorporate evidence/sources into a speech using MLA guidelines?

Standards: Informative Speech

- 9.LVS.1.2 Students can implement organizational methods for informative presentations.
- 9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activities/Content

Speech Body Pattern Powerpoint
Informative Speech
Informative Speech Visual Aid

Assessment

Chapter 13 Test
Informative Speech Rubric
Informative Speech Visual Aid Rubric

Timelines: 7 days

Unit 7: Persuasive Speech

Essential Questions: Persuasive Speech

- 1) How does a speaker choose a persuasive topic that is relevant and appropriate to a specific audience?
- 2) Which organizational pattern best suits the purpose of a specific persuasive speech?
- 3) How does a speaker incorporate evidence/sources into a speech using MLA guidelines to defend a position?

Standards: Persuasive Speech

- 9.LVS.1.2 Students can implement organizational methods for informative presentations.
- 9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of

speeches or presentations.

10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activities/Content

Toulmin activity: Claim, Data, Warrant

Topic Brainstorming

Research Checklist

Source Credibility Discussion

Assessment

Chapter 14 Test

Persuasive Speech Rubric

MLA Works Cited Page Rubric

Timeline: 7 days

Unit 8: Group Speech

Essential Questions: Group Speech

- 1) How can group dynamics improve presentation?
- 2) How can a group effectively distribute responsibility among its members?
- 3) How can a group shape multiple ideas into a unified presentation?

Standards: Group Speech

9.LVS.1.2 Students can implement organizational methods for informative presentations.

9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.

10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activities/Content

Group Dynamics Activity

Topic Brainstorm

Presentation Model

Assessment

Individual Presentation Rubric

Group Presentation Rubric

Chapter 7 Test

Timeline: 7 days

Unit 9: Media

Essential Questions: Media

- 1) How does the media influence audience perception?
- 2) What logical fallacies distort information?
- 3) How can audiences determine the validity of media messages?

Standards: Media

- 9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.
- 9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.
- 10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.

Activities/ Content

Frontline Segment: "The Persuaders"
Media Diagnosis Activity
Chapter 10

Assessment

Chapter 10 test

Final Test

Debate I

Unit 1: Resolutional Analysis and Research

Unit 2: Case Argumentation

Unit 3: Negative Argumentation

Unit 4: Cross Ex

Unit 5: Performance

Unit 6: Individual Events

Unit 7: Student Congress

Unit 1: Resolutional Analysis and Research

Essential Questions: Resolutional Analysis and Research

- 1) What does the resolution mean?
- 2) What do the novice topic areas mean?
- 3) How can one search for original research about the resolution?
- 4) How does one cite original research?

Standards:

- 9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page.
- 9.R.1.1 Students can apply example clues to extend vocabulary.
- 9.R.2.2 Students can read fluently to comprehend grade-level text.
- 9.R.5.2 Students can interpret procedural text to complete a multiple-step task.

Activities/Content

- Resolution Discussion
- Highlighting Technique Discussion
- Fact Treasure Hunts
- Introduce Planet Debate
- Introduce Handbook
- Source Evaluation Checklist
- Library Resource Tour: Databases
- Novice Topic Limit Group Presentations

Assessment

- Resolution Quiz
- Article Summaries
- Novice Topic Limit Group Presentation Rubric
- Term and Citation Quiz

Timeline: 5 days

Unit 2: Case Argumentation

Essential Questions: Case Argumentation

- 1) What are the components of an affirmative case?
- 2) How does one arrange an affirmative case most effectively?
- 3) What strategies refute evidence effectively?
- 4) How does one refute an affirmative case?

Standards:

- 9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.
- 9.LVS.1.2 Students can implement organizational methods for informative presentations.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activities/Content

Partner Choice Decision
Cut and Paste Affirmative Case
Create Original Affirmative Case
4 Card Affirmative Back Up File Per Case Card
Negative Evidence Research
Refutation Activity
Negative 5 Note Card Back Up File

Assessment

Cut and Paste Affirmative Case
Affirmative Case Rubric
Negative Evidence Research
Refutation Performance
Terms Quiz

Timeline: 10 days

Unit 3: Negative Arguments

Essential Questions: Negative Arguments

- 1) What are the components of a disadvantage?
- 2) How does one construct a disadvantage?
- 3) How does one refute a disadvantage?
- 4) What are the components of a topicality?
- 5) How does one refute a topicality argument?

Standards: Negative Arguments

- 9.LVS.1.2 Students can implement organizational methods for informative presentations.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activities/Content

- Cut and Paste Disadvantage
- Disadvantage
- Refutation Activity
- Disadvantage Response
- Create a Topicality Arguments
- Construct a Topicality Response

Assessment

- Disadvantage Rubric
- Back Up Disadvantage Note Cards
- Topicality Brief Rubric
- Terms Quiz

Timeline: 9 days

Unit 4: Cross Examination

Essential Questions: Cross Examination

- 1) What must be present in credible evidence?
- 2) What question strategies highlight weaknesses in argumentation?

Standards

- 9.R.5.1 Students can evaluate primary and secondary sources for credibility.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

Activities/Content:

- Cross Examination Discussions
- Cross Examination Activity

Assessment

- Cross Examination Activity

Timeline: 2 days

Unit 5: Performance

Essential Questions: Performance

- 1) How do rate and tone affect audience perception?
- 2) How can speakers use four point argumentation to improve clarity?
- 3) How can speakers use flowing to improve refutation and presentation?
- 4) How is a debate round performed?

Standards: Performance

- 10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activity/Content

- Model Debate
- Model Debate Reflection
- Flowing Technique
- In-Class Debate

Assessment

- Flows
- In-Class Debate Rubric
- Out of Class Tournaments

Timeline: 4 days

Unit 6: Individual Events: Oratory or Extemporaneous Speaking

Oratory

- 1a) What are the components of an oratory?
- 2a) How are evidence and explanation structured into an oratory?
- 3a) How are MLA citations used to correctly reference sources?
- 4a) How does revision improve performance?
- 5a) What are non-verbal strategies improve presentation?

Extemporaneous Speaking

- 2a) How are extemporaneous research files created and maintained?
- 2b) What are the components of an extemporaneous speech?
- 3b) How does one effectively prepare for an extemporaneous speech?
- 4b) How are citations used to reference sources?
- 5b) What are non-verbal strategies improve presentation?

Standards

- 9.LVS.1.2 Students can implement organizational methods for informative presentations.
- 9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.
- 10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.
- 10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activities/Content

Oratory

Outline
Body
Introduction
Conclusion
Rough Draft
Final Draft
Oratory Performance

Extemporaneous Speech

Research Files
Outlines
2 Practice Extemporaneous Speeches
Final Extemporaneous Speech

Assessments

Oratory

Outline Rubric
Rough Draft Rubric
Final Draft Rubric
Performance Rubric
Terms Quiz
Speaker Evaluations

Extemporaneous Speech

Research/Source
Outline Rubric
2 Practice Speech Rubrics
Final Extemporaneous Speech Rubric
Terms Quiz
Speaker Evaluations

Timeline: 9 days

Unit 7: Student Congress

Essential Questions: Student Congress

- 1) How does one use parliamentary procedure effectively?
- 2) How does one create student congress speech?
- 3) How does one modify a speech to incorporate and refute new arguments during a round?
- 4) How are verbal and nonverbal cues to improve presentation?

Standards: Student Congress

- 9.LVS.1.2 Students can implement organizational methods for informative presentations. 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers. 10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.
- 10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.
- 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.
- 10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Activities/Content

Research Articles
Research Briefs
Speech Outlines
Parliamentary Procedure Activity
Student Congress Performance

Assessment

Speech Performance Rubric
Speech Outline Rubric
Term Quiz

Timeline: 5 days

Review Day: 1 day

Final Test: 1 day

Debate II

Course Description:

This course is intended for college bound students who enjoyed the challenge of Debate I. The course will focus on the fundamentals of debate including research, organization, and reasoning. Individual events, including a minimum of one extemporaneous speech and one persuasive speech, and parliamentary procedure within the context of student congress will also be covered. Lincoln Douglas Debate is also an option within this course. Students will be graded on in class work, written assignments, in class debates, a minimum of four in class speeches, tests, and quizzes. Participation in at least one out of class debate and one individual events competition is required.

Unit 1: Research

Essential Questions:

- 1) What makes a source credible?
- 2) Where are credible sources found?
- 3) How is evidence applied to arguments?

Standards:

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Library Research Presentation
- Database Exploration
- Source Analysis
- Original Research Acquisition
-

Assessment:

- Specific evidence acquired from articles
- Briefs

Timeline: 10 days

Unit 2: Policy Debate

Essential Questions:

- 1) What are the essential components of an affirmative case?
- 2) What are the essential components of a disadvantage?
- 3) What are the essential components of a topicality argument?
- 4) How is evidence applied to refute specific arguments?
- 5) What are each speaker's responsibilities in a policy round?

Standards:

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Affirmative Case
- Disadvantage
- Topicality
- Brief Construction

Assessment:

- Affirmative case rubric
- Disadvantage rubric
- Topicality Rubric
- Briefs rubric

Timeline: 18 days

Unit 3: Lincoln-Douglas Debate

Essential Questions:

- 1) What are the essential components of an affirmative case?
- 2) What are the essential components of a negative case?
- 3) How is evidence applied to refute specific arguments?
- 4) What are each speaker's responsibilities in a Lincoln-Douglas round?

Standards:

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Affirmative Case
- Negative Case
- Brief Construction

Assessment:

- Affirmative case rubric
- Negative case rubric
- Briefs rubric

Timeline: 18 days

Unit 4: Public Forum Debate

Essential Questions:

- 1) What are the essential components of a pro case?
- 2) What are the essential components of a con case?
- 3) What are the essential components of a final focus speech?
- 4) How is evidence applied to refute specific arguments?
- 5) What are each speaker's responsibilities in a public forum round?

Standards:

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Pro Case
- Con Case
- Brief Construction

Assessment:

- Affirmative case rubric
- Con case rubric
- Briefs rubric

Timeline: 18 days

Unit 5: Extemporaneous Speaking

Essential Questions:

- 1) How is an extemp speech constructed?
- 2) How is evidence applied in an extemp speech?
- 3) How does presentation/style enhance an extemp speech?

Standards:

- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.
- 10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.
- 10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Content/Activities:

- Extemp file preparation
- extemp structure model
- watch national examples

Assessment:

- extemp speech rubric
- extemp file rubric

Timeline: 12 days

Unit 6: Oratory

Essential Questions:

- 1) How is an oration constructed?
- 2) How is evidence applied in an oration?
- 3) How does presentation/style enhance an oration?

Standards:

- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
- 10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.
- 10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.
- 10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.
- 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Content/Activities:

- Oratory topic brainstorming
- source selection
- watch national examples
- drafting process

Assessment:

- Oratory rubric

Timeline: 12 days

Debate III

Course Description:

This course is intended for college bound students who wish to enhance their forensic skills in research, reasoning, organization fundamentals, strategies, questioning, listening, note taking, and delivery of ideas. Grades are based upon daily on-task activities, and meeting improvement goals as measured by contests and practices. A special emphasis will be placed on content area technical reading on current debate topics and resolutions. Students must sign up for both Debate III and Technical Reading.

Unit 1: Research

Essential Questions:

- 1) What makes a source credible?
- 2) Where are credible sources found?
- 3) How is evidence applied to arguments?

Standards:

11.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
11.R.5.1 (Analysis) Students can analyze factors that influence the credibility of informational sources.

Content/Activities:

- Library Research Presentation
- Database Exploration
- Source Analysis
- Original Research Acquisition
-

Assessment:

- Specific evidence acquired from articles
- Briefs

Timeline: throughout entire course

Unit 2: Policy Debate

Essential Questions:

- 1) What are the essential components of an affirmative case?
- 2) What are the essential components of a disadvantage?
- 3) What are the essential components of a topicality argument?
- 4) How is evidence applied to refute specific arguments?
- 5) What are each speaker's responsibilities in a policy round?

Standards:

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.

11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.

11.LVS.1.3 Students can implement rhetorical devices in oral presentations.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Affirmative Case
- Disadvantage
- Topicality
- Brief Construction

Assessment:

- Affirmative case rubric
- Disadvantage rubric
- Topicality Rubric
- Briefs rubric

Timeline: 28 days

Unit 3: Lincoln-Douglas Debate

Essential Questions:

- 1) What are the essential components of an affirmative case?
- 2) What are the essential components of a negative case?
- 3) How is evidence applied to refute specific arguments?
- 4) What are each speaker's responsibilities in a Lincoln-Douglas round?

Standards:

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.

11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.

11.LVS.1.3 Students can implement rhetorical devices in oral presentations.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Affirmative Case
- Negative Case
- Brief Construction

Assessment:

- Affirmative case rubric
- Negative case rubric
- Briefs rubric

Timeline: 28 days

Unit 4: Public Forum Debate

Essential Questions:

- 1) What are the essential components of a pro case?
- 2) What are the essential components of a con case?
- 3) What are the essential components of a final focus speech?
- 4) How is evidence applied to refute specific arguments?
- 5) What are each speaker's responsibilities in a public forum round?

Standards:

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.

11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.

11.LVS.1.3 Students can implement rhetorical devices in oral presentations.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Pro Case
- Con Case
- Brief Construction

Assessment:

- Affirmative case rubric
- Con case rubric
- Briefs rubric

Timeline: 28 days

Unit 5: Extemporaneous Speaking

Essential Questions:

- 1) How is an extemp speech constructed?
- 2) How is evidence applied in an extemp speech?
- 3) How does presentation/style enhance an extemp speech?

Standards:

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.

11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.

11.LVS.1.3 Students can implement rhetorical devices in oral presentations.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.

10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.

10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.

10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Content/Activities:

- Extemp file preparation
- extemp structure model
- watch national examples

Assessment:

- extemp speech rubric
- extemp file rubric

Timeline: 22 days

Unit 6: Oratory

Essential Questions:

- 1) How is an oration constructed?
- 2) How is evidence applied in an oration?
- 3) How does presentation/style enhance an oration?

Standards:

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.

11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.

11.LVS.1.3 Students can implement rhetorical devices in oral presentations.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.

10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.

10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.

10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Content/Activities:

- Oration topic brainstorming
- source selection
- watch national examples
- drafting process

Assessment:

- Oration rubric

Timeline: 22 days

Unit 7: Logical Fallacies

Essential Questions:

- 1) What is a fact?
- 2) What is an opinion?
- 3) What logical fallacies are used in texts?
- 4) What is the definition of each logical fallacy?

Standards:

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.

11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.

11.LVS.1.3 Students can implement rhetorical devices in oral presentations.

Content/Activities/Objectives:

Explanation/Lecture

Examples

Identify fallacies in texts

Fallacies: hasty generalization, personal attack, bandwagon, faulty assigning of causation, irrelevant argument, appeal to emotion, appeal to authority, appeal to tradition, etc.

Assessment:

Daily Work

Quiz

Test

Timeline: 10 days

Debate IV

Course Description:

This course fulfills 1/2 credit of the English Composition credit. This course is intended for college-bound students who wish to enhance their debate skills in research, reasoning, organization fundamentals, strategies, questioning, listening, note taking, and delivery of ideas. Grades are based upon daily on-task activities, and meeting improvement goals as measured by practices and contests. A special emphasis will be placed on research based writing, including a full research paper. Students must sign up for both Debate IV and Composition: Advanced Speech.

Unit 1: Research

Essential Questions:

- 1) What makes a source credible?
- 2) Where are credible sources found?
- 3) How is evidence applied to arguments?

Standards:

12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.
12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

Content/Activities:

- Library Research Presentation
- Database Exploration
- Source Analysis
- Original Research Acquisition
-

Assessment:

- Specific evidence acquired from articles
- Briefs

Timeline: entire course

Unit 2: Policy Debate

Essential Questions:

- 1) What are the essential components of an affirmative case?
- 2) What are the essential components of a disadvantage?
- 3) What are the essential components of a topicality argument?
- 4) How is evidence applied to refute specific arguments?
- 5) What are each speaker's responsibilities in a policy round?

Standards:

12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.

12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Affirmative Case
- Disadvantage
- Topicality
- Brief Construction

Assessment:

- Affirmative case rubric
- Disadvantage rubric
- Topicality Rubric
- Briefs rubric

Timeline: 27 days

Unit 3: Lincoln-Douglas Debate

Essential Questions:

- 1) What are the essential components of an affirmative case?
- 2) What are the essential components of a negative case?
- 3) How is evidence applied to refute specific arguments?
- 4) What are each speaker's responsibilities in a Lincoln-Douglas round?

Standards:

- 12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
- 12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Affirmative Case
- Negative Case
- Brief Construction

Assessment:

- Affirmative case rubric
- Negative case rubric
- Briefs rubric

Timeline: 27 days

Unit 4: Public Forum Debate

Essential Questions:

- 1) What are the essential components of a pro case?
- 2) What are the essential components of a con case?
- 3) What are the essential components of a final focus speech?
- 4) How is evidence applied to refute specific arguments?
- 5) What are each speaker's responsibilities in a public forum round?

Standards:

- 12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.
- 12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
- 12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.
- 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
- 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

Content/Activities:

- Pro Case
- Con Case
- Brief Construction

Assessment:

- Affirmative case rubric
- Con case rubric
- Briefs rubric

Timeline: 27 days

Unit 5: Extemporaneous Speaking

Essential Questions:

- 1) How is an extemp speech constructed?
- 2) How is evidence applied in an extemp speech?
- 3) How does presentation/style enhance an extemp speech?

Standards:

12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.

12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.

10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.

10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.

10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.

10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Content/Activities:

- Extemp file preparation
- extemp structure model
- watch national examples

Assessment:

- extemp speech rubric
- extemp file rubric

Timeline: 18 days

Unit 6: Oratory

Essential Questions:

- 1) How is an oration constructed?
- 2) How is evidence applied in an oration?
- 3) How does presentation/style enhance an oration?

Standards:

12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.
12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.
10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.
10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.
10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.
10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.

Content/Activities:

- Oration topic brainstorming
- source selection
- watch national examples
- drafting process

Assessment:

- Oration rubric

Timeline: 18 days

Unit 7: Research Paper

Essential Questions

How is a thesis statement written?

How is an outline created?

How are sources incorporated into a paper in APA format?

How are sources cited using APA format?

Standards

12.W.1.2 (Synthesis) Students can write a research document which will defend a position or recommend a plan of action.

12.W.1.3 (Evaluation) Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.

12.W.2.1 (Evaluation) Students can edit a document for all conventions.

Content/Activities/Objectives

Demonstration/Explanation (outline, formatting, parenthetical citation, bibliography, paragraph structure)

EasyBib

Research

Evaluating Sources

Assessment

Daily Work

Writing

Quizzes

Timeline: 15 days

Journalism I

Course description: This course provides experiences in writing new stories, feature stories, and opinion articles. Students learn how to conduct interviews and express themselves in concise style. Writing which is objective and factual will be emphasized. Students will practice gathering information and other's opinions in proper journalistic style. Time will be spent learning journalistic grammar. Deadlines are strictly enforced. Students may contribute to the publication of *the Purple and Gold* school newspaper.

Unit 1:

●Introduction to Journalism

●Timeline: 1 week

●Essential Questions:

- How do you conduct an interview?
- Where do you begin when writing a story?
- What is the difference between a headline and a lead?
- How does journalistic writing differ from academic writing?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- Notes
- worksheets
- newspapers
- journalistic story and academic writing

●Assessment:

- tests/quizzes
- papers

Unit 2:

● **Introduction to Journalistic Style**

● **Timeline:** 1 week

● **Essential Questions:**

- How do AP styling rules differ from academic rules?
- What are the most confused AP rules in journalistic writing?

● **Standards:**

- No specific state standards

● **Content of unit/activities/objectives**

- Notes
- Handouts

● **Assessment:**

- tests/quizzes

Unit 3:

●**News Writing**

●**Timeline:** 1 week

●**Essential Questions:**

- How do you utilize the inverted pyramid?
- Where do I gather information about my story?
- Who do I interview?
- How does this type of writing differ from other types in the newspaper?
- What are the key elements of a news story?

●**Standards:**

- No specific state standards

●**Content of unit/activities/objectives**

- Notes
- handouts
- examples

●**Assessment:**

- News story paper
- Quiz

Unit 4:

●**Sports Writing**

●**Timeline:** 1 week

●**Essential Questions:**

- How do I write a meaningful sports story?
- Where do I gather information about my story?
- Who do I interview?
- How does this type of writing differ from other types in the newspaper?
- What are the key elements of a sports story?

●**Standards:**

- No specific state standards

●**Content of unit/activities/objectives**

- Notes
- handouts
- examples

●**Assessment:**

- Sports story paper
- Quiz

Unit 5:

● **Feature Writing**

● **Timeline:** 1 1/2 weeks

● **Essential Questions:**

- How do I find a human interest story?
- Where do I gather information about my story?
- Who do I interview for this type of story?
- How does this type of writing differ from other types in the newspaper?
- What are the key elements of a feature story?

● **Standards:**

- No specific state standards

● **Content of unit/activities/objectives**

- Notes
- handouts
- examples

● **Assessment:**

- Feature story paper
- Quiz

Unit 6:

● **Opinion Writing**

● **Timeline:** 2 weeks

● **Essential Questions:**

- How do I pick someone to write a profile about?
- What kinds of ideas make for moving story?
- How does this type of writing differ from other journalistic writing?

● **Standards:**

- No specific state standards

● **Content of unit/activities/objectives**

- Notes
- handouts
- examples

● **Assessment:**

- Profile paper
- Quiz
-

Unit 7:

●**Profile Writing**

●**Timeline:** 1 week

●**Essential Questions:**

- How do you utilize the inverted pyramid?
- Where do I gather information about my story?
- Who do I interview?
- How does this type of writing differ from other types in the newspaper?
- What are the key elements of a news story?

●**Standards:**

- No specific state standards

●**Content of unit/activities/objectives**

- Notes
- handouts
- examples

●**Assessment:**

- News story paper
- Quiz

Unit 8:

● **Newspaper Design**

● **Timeline:** ½ week

● **Essential Questions:**

- How do I layout and organize my stories in an effective presentation?
- How do I include pictures/graphics to make my production more aesthetic?
- What is a 2-page spread?
- What is a pica?
- What is font style?

● **Standards:**

- No specific state standards

● **Content of unit/activities/objectives**

- Notes
- handouts
- examples

● **Assessment:**

- Design a newspaper using all stories from class

Journalism II

Course Description: Students will apply writing techniques and editing, organization, and communication skills to the production of the school newspaper, *the Purple and Gold*. The course requires a significant degree of independence and initiative on the part of the student as well as strong computer skills (InDesign skills a must), and leadership skills are required. Class members write at least 10 stories per quarter with additional editing and layout duties. The importance of deadlines is emphasized and strictly enforced.

Unit 1:

●Refreshment of Journalistic Style

●**Timeline:** 1 week

●**Essential Questions:**

- How do you conduct an interview?
- Where do you begin when writing a story?
- What is the difference between a headline and a lead?
- How does journalistic writing differ from academic writing?
- What are the different types of journalistic writing we do?

●**Standards:**

- No specific state standards

●**Content of unit/activities/objectives**

- Notes
- worksheets
- newspapers
- journalistic story and academic writing

●**Assessment:**

- tests/quizzes
- papers

Unit 2:

•Writing stories for the quarter

●**Timeline:** Will take place throughout the entire quarter – about 1 ½ weeks of class time will be granted for work

●Essential Questions:

- How do I write a news story?
- How do I write a sports story?
- How do I write a feature story?
- How do I write an Editorial?
- How do I write a commentary?
- How do I write a review?
- How do I write a profile?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- worksheets
- journalistic story and academic writing

●Assessment:

- papers of each type

Unit 3:

•The Law of Journalism

●Timeline: 2 weeks

●Essential Questions:

- What is the First Amendment?
- What is the Hazelwood case?
- What is the Tinker case?
- How does the law effect student newspapers?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- Notes
- Worksheets

●Assessment:

- research paper
- podcast

Unit 4:

- **Comparisons of a variety of newspapers**

- **Timeline:** 1 week

- **Essential Questions:**

- How do foreign newspapers compare to those in the United States?
- How does a newspaper like *The New York Times* compare to *The Public Opinion*?
- How has the design of newspapers changed throughout the years in the US?

- **Standards:**

- No specific state standards

- **Content of unit/activities/objectives**

- Notes
- worksheets
- newspapers

- **Assessment:**

- podcast/movie of the change – narration/pictures of what is being explained

Unit 5:

•Layout and Design

●Timeline: 2 weeks

●Essential Questions:

- What are different ways a front page can be laid out?
- What types of things need to be included in basic design?
- What is a pica?
- What is a flag and how does it affect readers?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- Notes
- worksheets
- newspapers

●Assessment:

- design front page layouts for a variety of demographics

Unit 6:

•Photojournalism, Cutlines and Headlines

●**Timeline:** 1 ½ weeks

●**Essential Questions:**

- What comprises a good picture?
- What comprises a cutline?
- What is a good headline?
- Who is responsible for photo placement on pages and the cutlines that are attached?

●**Standards:**

- No specific state standards

●**Content of unit/activities/objectives**

- Notes
- worksheets
- newspapers

●**Assessment:**

tests/quizzes

Journalism III

Course Description: This course is offered to students who have successfully completed Journalism I and II with a B average or with the permission of the instructor. Students will focus on editing other student writing, layout and design of the newspaper and advanced investigative reporting. Strong organizational, writing, computer (InDesign skills a must), and leadership skills are required. They will serve as mentors for Journalism I and II students and will plan, organize, and edit *the Purple and Gold*. Students will also be working on putting the school paper online!

Unit 1:

•Design Style

●Timeline: 2 weeks

●Essential Questions:

- What essentials are needed on a front page?
- How do different layouts affect readers?
- What is a pica?
- What is a flag?
- What is a 2-page spread?
- What things need to be included in every edition?
- What are the important terms to know when dealing with layout?
- How does demographics determine a papers layout needs?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- Notes
- worksheets
- newspapers
- samples

●Assessment:

- tests/quizzes
- layout assessment

Unit 2:

●Editing of Journalism I papers

●**Timeline:** Will take place throughout the entire quarter – about 1 ½ weeks of class time will be granted for work

●Essential Questions:

- What are the essential elements of a news story?
- What are the essential elements of a sports story?
- What are the essential elements of a feature story?
- What are the essential elements of an Editorial?
- What are the essential elements of a commentary?
- What are the essential elements of a review?
- What are the essential elements of a profile?
- What is proper AP Journalistic style?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- worksheets
- Student writings

●Assessment:

- papers of each type must be edited

Unit 3:

•The Web and design

●**Timeline:** 2 ½ weeks (then ongoing)

●**Essential Questions:**

- What are the basics of online newspapers?
- What are basic design descriptions for the web?
- How can we best put our school paper on the web?
- What kinds of things do we need to include on our web page?
- How is in charge of keeping up the web page?

●**Standards:**

- No specific state standards

●**Content of unit/activities/objectives**

- Notes
- Worksheets

●**Assessment:**

- research paper
- podcast

Unit 4:

●Papers for the publication

●**Timeline:** 1 week of class time will be granted throughout quarter for work

●Essential Questions:

- What are the essential elements of a news story?
- What are the essential elements of a sports story?
- What are the essential elements of a feature story?
- What are the essential elements of an Editorial?
- What are the essential elements of a commentary?
- What are the essential elements of a review?
- What are the essential elements of a profile?
- What is proper AP Journalistic style?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- rubrics
- expectations of papers

●Assessment:

- papers in proper style for print

Unit 5:

●Broadcast Journalism

●Timeline: 2 weeks

●Essential Questions:

- How is newspaper writing different from broadcast writing?
- What is broadcast journalism?
- What types of careers can I go into with broadcast journalism?
- What are the things I need in my story to make it good?
- How can I present a story using video and voice and keep it unbiased?

●Standards:

- No specific state standards

●Content of unit/activities/objectives

- book work
- worksheets
- notes
- cameras/video cameras
- mics

●Assessment:

- Students will be asked to produce at least 2 Keloland U-share news stories about WHS or Watertown.
Students will create at least 2 podcasts about events/people at WHS or in Watertown.

Reading Standards

Indicator 1: Students can recognize and analyze words.

Kindergarten
K.R.1.1 (Application) Students can identify and manipulate phonemes and words in spoken language.
K.R.1.2 (Application) Students can match letters and sounds and use them in decoding and making C-V-C words.
K.R.1.3 (Application) Students can comprehend and use vocabulary from text read aloud.
1st Grade
1.R.1.1 (Application) Students can decode words using short vowel sounds.
1.R.1.2 (Application) Students can read text by decoding word parts.
1.R.1.3 (Synthesis) Students can blend sounds of words to read text.
1.R.1.4 (Analysis) Students can separate two part words orally and in text.
1.R.1.5 (Knowledge) Students can identify root words and their inflectional forms in text.
1.R.1.6 (Comprehension) Students can interpret vocabulary when reading independently.
1.R.1.7 (Application) Students can read high-frequency words in text.
2nd Grade
2.R.1.1 (Analysis) Students can decode to read and recognize words.
2.R.1.2 (Knowledge) Students can read simple contractions and identify the two words which are combined in text.
3rd Grade
3.R.1.1 (Application) Students can decode using word recognition skills.
4th Grade
4.R.1.1 (Analysis) Students can analyze complex word patterns.
4.R.1.2 (Comprehension) Students can identify meanings of unfamiliar vocabulary.
5th Grade
5.R.1.1 (Application) Students can construct meaning by using word parts and categories.
5.R.1.2 (Analysis) Students can determine word meaning using prior knowledge and context clues.
6th Grade
6.R.1.1 (Analysis) Students can expand word meanings using word categories and word parts.
6.R.1.2 (Application) Students can utilize context to comprehend words with multiple meanings.
7th Grade
7.R.1.1 (Analysis) Students can analyze word parts to determine meaning and context.
7.R.1.2 (Analysis) Students can infer how word choice affects meaning.
8th Grade
8.R.1.1 (Application) Students can apply contextual knowledge of word origins to extend vocabulary.
9th Grade
9.R.1.1 (Application) Students can apply example clues to extend vocabulary.
10th Grade
10.R.1.1 (Analysis) Students can apply contrast clues to extend vocabulary.
11th Grade
11.R.1.1 (Application) Students can apply cause and effect clues to extend vocabulary.
12th Grade
12.R.1.1 (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.

Reading Standards

Indicator 2: Students can comprehend and fluently read text.

Kindergarten
K.R.2.1 (Application) Students can comprehend and respond to text read aloud.
K.R.2.2 (Knowledge) Students can identify all upper-case and lower-case letters and matching sounds with automaticity.
K.R.2.3 (Knowledge) Students can read sight words and high-frequency words with automaticity.
1st Grade
1.R.2.1 (Application) Students can comprehend text by applying reading strategies.
1.R.2.2 (Application) Students can utilize comprehension strategies.
1.R.2.3 (Comprehension) Students can read fluently to comprehend text.
2nd Grade
2.R.2.1 (Application) Students can apply strategies to read and comprehend text.
2.R.2.2 (Comprehension) Students can read aloud fluently to comprehend text.
3rd Grade
3.R.2.1 (Application) Students can apply comprehension strategies to read and interpret text.
3.R.2.2 (Application) Students can fluently read aloud and silently to comprehend text.
4th Grade
4.R.2.1 (Synthesis) Students can construct meaning from text by applying comprehension strategies.
4.R.2.2 (Application) Students can develop fluency by utilizing fluency strategies independently.
4.R.2.3 (Application) Students can utilize fluency strategies to comprehend literature and other materials.
5th Grade
5.R.2.1 (Application) Students can utilize comprehension strategies while constructing meaning.
5.R.2.2 (Application) Students can apply fluency strategies to gain meaning from text.
6th Grade
6.R.2.1 (Analysis) Students can utilize direct and implied meaning to comprehend text.
6.R.2.2 (Application) Students can demonstrate the elements of fluency to comprehend text.
7th Grade
7.R.2.1 (Application) Students can interpret text using comprehension strategies.
7.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
8th Grade
8.R.2.1 (Analysis) Students can analyze text using comprehension strategies.
8.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
9th Grade
9.R.2.1 (Evaluation) Students can evaluate text by applying comprehension strategies.
9.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
10th Grade
10.R.2.1 (Synthesis) Students can formulate associations between texts and experiences.
10.R.2.2 (Application) Students can read fluently to comprehend grade-level text.
11th Grade
11.R.2.1 (Analysis) Students can analyze how diction affects the interpretation of text.
11.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

12th Grade

12. R.2.1 (Evaluation) Students can evaluate how style affects the meaning of text.

12.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

Reading Standards

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Kindergarten	
K.R.3.1 (Knowledge)	Students can identify concepts of print in text.
K.R.3.2 (Knowledge)	Students can tell what authors and illustrators do.
K.R.3.3 (Application)	Students can distinguish fiction from nonfiction.
1st Grade	
1.R.3.1 (Knowledge)	Students can identify major literary elements in text.
1.R.3.2 (Analysis)	Students can identify similarities and differences in text written by the same author.
1.R.3.3 (Analysis)	Students can identify the difference between genres including fiction, nonfiction, and poetry.
2nd Grade	
2.R.3.1 (Analysis)	Students can recognize different genres of literature.
2.R.3.2 (Analysis)	Students can identify the literary elements of character, setting, plot, and theme in literature.
2.R.3.3 (Application)	Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.
3rd Grade	
3.R.3.1 (Analysis)	Students can identify and describe literary elements and devices in literature.
3.R.3.2 (Analysis)	Students can compare and contrast different genres
4th Grade	
4.R.3.1 (Knowledge)	Students can identify organizational and text structures within genres.
4.R.3.2 (Analysis)	Students can identify, explain, and use text features.
4.R.3.3 (Evaluation)	Students can determine how word choice affects meaning.
5th Grade	
5.R.3.1 (Analysis)	Students can distinguish literary genres based on characteristics, structures, and patterns.
5.R.3.2 (Evaluation)	Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.
5.R.3.3 (Application)	Students can identify literary devices within text.
6th Grade	
6.R.3.1 (Comprehension)	Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.
6.R.3.2 (Comprehension)	Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.
6.R.3.3 (Comprehension)	Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.
7th Grade	
7.R.3.1 (Evaluation)	Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.
7.R.3.2 (Comprehension)	Students can identify how authors use literary elements to create meaning.
7.R.3.3 (Comprehension)	Students can identify how authors use literary devices to create meaning.

8th Grade
8.R.3.1 (Analysis) Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
8.R.3.2 (Analysis) Students can examine the effects of the author's use of literary devices.
9th Grade
9.R.3.1 (Analysis) Students can analyze an author's use of literary elements in fiction.
10th Grade
10.R.3.1 (Analysis) Students can analyze an author's style.
11th Grade
11.R.3.1 (Analysis) Students can analyze and explain literary devices within text.
12th Grade
12.R.3.1 (Evaluation) Students can evaluate text for the author's style.

Reading Standards

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Kindergarten
K.R.4.1 (Comprehension) Students can recognize that literature from various cultures shows differences.
1st Grade
1.R.4.1 (Analysis) Students can compare text from different cultures as read aloud by teacher.
2nd Grade
2.R.4.1 (Analysis) Students can compare and contrast different versions of literature from different cultures.
2.R.4.2 (Analysis) Students can compare and contrast different stories from various time periods.
3rd Grade
3.R.4.1 (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.
4th Grade
4.R.4.1 (Analysis) Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.
5th Grade
5.R.4.1 (Analysis) Students can examine and compare texts from various cultures, time periods, and geographical locations.
6th Grade
6.R.4.1 (Analysis) Students can compare and contrast text from different time periods, cultures, and historical events.
7th Grade
7.R.4.1 (Application) Students can identify recurring themes in text from diverse cultures, time periods, and historical events.
8th Grade
8.R.4.1 (Analysis) Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.
9th Grade
9.R.4.1 (Analysis) Students can analyze text to determine the influence of time period, culture, geography, and author's background.
10th Grade
10.R.4.1 (Analysis) Students can determine the author's purpose in multicultural, geographical, and historical texts.
11th Grade
11.R.4.1 (Analysis) Students can analyze a text within cultural, geographical, and historical context.
12th Grade
12.R.4.1 (Evaluation) Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.

Reading Standards

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Kindergarten	
K.R.5.1 (Knowledge)	Students can locate informational text at school.
K.R.5.2 (Knowledge)	Students can alphabetize letters.
1st Grade	
1.R.5.1 (Application)	Students can locate and utilize a table of contents.
1.R.5.2 (Analysis)	Students can apply alphabetize words to the first letter.
2nd Grade	
2.R.5.1 (Application)	Students can identify and utilize text features to comprehend informational text.
2.R.5.2 (Application)	Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.
3rd Grade	
3.R.5.1 (Application)	Students can determine and utilize organizational features of text.
3.R.5.2 (Application)	Students can choose reference materials to locate information.
3.R.5.3 (Application)	Students can collect information from two reference materials.
4th Grade	
4.R.5.1 (Application)	Students can use organizational features of text.
4.R.5.2 (Synthesis)	Students can research a topic by gathering information from at least two sources.
5th Grade	
5.R.5.1 (Analysis)	Students can use select information from two or more reference sources to meet a goal.
5.R.5.2 (Knowledge)	Students can identify the author's purpose in argumentative and persuasive text.
5.R.5.3 (Application)	Students can choose references to meet the needs of an assigned task.
6th Grade	
6.R.5.1 (Synthesis)	Students can compare and contrast information on one topic from multiple informational texts.
6.R.5.2 (Evaluation)	Students can evaluate the credibility of informational texts.
6.R.5.3 (Application)	Students can utilize sources to locate information.
7th Grade	
7.R.5.1 (Application)	Students can determine which reference sources will provide the best information for the assigned task.
7.R.5.2 (Analysis)	Students can analyze and organize data from informational text.
7.R.5.3 (Evaluation)	Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.
7.R.5.4 (Analysis)	Students can analyze the author's purpose in text.
8th Grade	
8.R.5.1 (Evaluation)	Students can evaluate information and author's purpose about a topic gathered from informational text.
8.R.5.2 (Knowledge)	Students can recognize expository, persuasive, and procedural text.
8.R.5.3 (Synthesis)	Students can combine new information with existing knowledge to enhance understanding.

9th Grade
9.R.5.1 (Evaluation) Students can evaluate primary and secondary sources for credibility.
9.R.5.2 (Application) Students can interpret procedural text to complete a multiple-step task.
10th Grade
10.R.5.1 (Comprehension) Students can recognize logical fallacies in sources.
11th Grade
11.R.5.1 (Analysis) Students can analyze factors that influence the credibility of informational sources.
12th Grade
12.R.5.1 (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.

Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Kindergarten
K.W.1.1 (Application) Students can draw a picture and write a simple sentence about the picture.
1st Grade
1.W.1.1 (Application) Students can illustrate and write text to express thoughts and ideas.
1.W.1.2 (Application) Students can include details in pictures and writing.
2nd Grade
2.W.1.1 (Synthesis) Students can write three related sentences.
2.W.1.2 (Application) Students can write a friendly letter.
2.W.1.3 (Application) Students can write questions and statements.
3rd Grade
3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations.
3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.
3.W.1.3 (Application) Students can write a paragraph using supporting details.
3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations.
4th Grade
4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature.
4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections.
4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.
5th Grade
5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph.
5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.
6th Grade
6.W.1.1 (Synthesis) Students can compose narrative and descriptive text of three paragraphs.
6.W.1.2 (Evaluation) Students can revise the organization in narrative and descriptive writing.
6.W.1.3 (Application) Students can identify purpose and audience in writing.
6.W.1.4 (Application) Students can summarize information from references to compose text.
7th Grade
7.W.1.1 (Synthesis) Students can compose expository and persuasive text of three paragraphs.
7.W.1.2 (Evaluation) Students can revise word choice in writing.
7.W.1.3 (Evaluation) Students can select language and style for writing.
7.W.1.4 (Synthesis) Students can summarize and paraphrase information from references to compose text.

8th Grade	
8.W.1.1 (Synthesis)	Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.
8.W.1.2 (Evaluation)	Students can revise writing for ideas and content.
8.W.1.3 (Synthesis)	Students can compose text using information from multiple sources to support a topic.
9th Grade	
9.W.1.1 (Synthesis)	Students can write a thesis statement for an expository or persuasive document.
9.W.1.2 (Evaluation)	Students can revise a document for sentence fluency.
9.W.1.3 (Synthesis)	Students can write an informational document using primary and secondary sources that are listed on a reference page.
10th Grade	
10.W.1.1 (Synthesis)	Students can write text using problem/solution and cause/effect organizational patterns.
10.W.1.2 (Evaluation)	Students can revise a document for voice.
10.W.1.3 (Synthesis)	Students can write a research document that cites sources to support a thesis.
11th Grade	
11.W.1.1 (Synthesis)	Students can write text using comparison/contrast organizational patterns.
11.W.1.2 (Synthesis)	Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.
12th Grade	
12.W.1.1 (Synthesis)	Students can generate correspondence for workplace or academic settings.
12.W.1.2 (Synthesis)	Students can write a research document which will defend a position or recommend a plan of action.
12.W.1.3 (Evaluation)	Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.

Writing Standards

Indicator 2: Students can apply Standard English conventions in their writing.

Kindergarten
K.W.2.1 (Application) Students can write a simple sentence using a capital letter and phonetic spelling.
K.W.2.2 (Application) Students can write the letters that match sounds in words.
K.W.2.3 (Application) Students can write upper- and lower-case letters.
1st Grade
1.W.2.1 (Application) Students can write complete sentences using capital letters and periods.
1.W.2.2 (Application) Students can correctly spell three- and four-letter words and high-frequency words.
1.W.2.3 (Application) Students can write legibly and space words within a sentence.
2nd Grade
2.W.2.1 (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.
2.W.2.2 (Application) Students can capitalize proper names, days of the week and months of the year when writing.
2.W.2.3 (Application) Students can spell high-frequency as well as words with phonetic elements.
2.W.2.4 (Application) Students can form letters accurately, and space words and sentences correctly.
3rd Grade
3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.
3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series.
3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences.
3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process.
4th Grade
4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.
4.W.2.2 (Application) Students can identify and incorporate nouns in the writing process.
5th Grade
5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue..
5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process.
6th Grade
6.W.2.1 (Application) Students can edit text for subject-verb agreement.
6.W.2.2 (Application) Students can identify and incorporate pronouns in the writing process.
7th Grade
7.W.2.1 (Application) Students can edit text for verb tense agreement.
7.W.2.2 (Application) Students can identify and incorporate adjectives in the writing process.
8th Grade
8.W.2.1 (Application) Students can edit text for run-on sentences and fragments.
8.W.2.2 (Application) Students can identify and incorporate adverbs in the writing process.

9th Grade
9.W.2.1 (Application) Students can revise text for the correct use of phrases.
9.W.2.2 (Application) Students can identify and incorporate prepositional phrases in the writing process.
10th Grade
10.W.2.1 (Application) Students can edit text for the correct use of active and passive voice.
10.W.2.2 (Evaluation) Students can edit text for the correct use of pronouns and pronoun case.
10.W.2.3 (Evaluation) Students can edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.
10.W.2.4 (Application) Students can identify and incorporate conjunctions in the writing process.
11th Grade
11.W.2.1 (Evaluation) Students can edit text for the correct use of independent and subordinate clauses.
11.W.2.2 (Evaluation) Students can edit for the correct use of verbals and verbal phrases.
11.W.2.3 (Evaluation) Students can edit for the correct use of semicolons and colons.
11.W.2.4 (Evaluation) Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.
12th Grade
12.W.2.1 (Evaluation) Students can edit a document for all conventions.

Listening, Viewing, And Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Kindergarten	
K.LVS.1.1 (Knowledge)	Students can follow simple two-step oral directions.
K.LVS.1.2 (Application)	Students can follow rules of conversation in group situations.
K.LVS.1.3 (Application)	Students can identify different facial expressions, body language, and signals.
K.LVS.1.4 (Application)	Students can use patterns and picture organizers to remember everyday information.
K.LVS.1.5 (Comprehension)	Students can speak in complete sentences to tell about people, places, or things.
K.LVS.1.6 (Application)	Students can contribute to group discussions on a topic.
K.LVS.1.7 (Application)	Students can tell about an experience or story in sequence with or without visual aids.
K.LVS.1.8 (Knowledge)	Students can recite short poems, rhymes, songs and stories with repeated patterns.
K.LVS.1.9 (Knowledge)	Students can identify personal and emergency information.
1st Grade	
1.LVS.1.1 (Application)	Students can repeat and follow three-step oral directions.
1.LVS.1.2 (Application)	Students can follow the rules of conversation in a group situation.
1.LVS.1.3 (Application)	Students can utilize visual organizers which include words for listening and viewing.
1.LVS.1.4 (Comprehension)	Students can tell stories in sequence with details.
1.LVS.1.5 (Synthesis)	Students can express ideas in complete sentences using correct grammar.
1.LVS.1.6 (Comprehension)	Students can answer questions related to the topic.
1.LVS.1.7 (Knowledge)	Students can tell extended personal information.
2nd Grade	
2.LVS.1.1 (Application)	Students can repeat and follow simple four-step oral directions.
2.LVS.1.2 (Application)	Students can follow rules of conversation and respond appropriately.
2.LVS.1.3 (Analysis)	Students can utilize graphic organizers to organize information gained through listening or viewing.
2.LVS.1.4 (Synthesis)	Students can deliver information on topics using facts and details.
2.LVS.1.5 (Application)	Students can express ideas using content area vocabulary.
2.LVS.1.6 (Analysis)	Students can ask and respond to questions related to the topic.
3rd Grade	
3.LVS.1.1 (Knowledge)	Students can incorporate listening and viewing strategies to identify the content of the presentation.
3.LVS.1.2 (Comprehension)	Students can recall the content of a visual and auditory presentation.
3.LVS.1.3 (Synthesis)	Students can deliver a presentation incorporating descriptive vocabulary.
3.LVS.1.4 (Application)	Students can demonstrate presentation skills.

4th Grade
4.LVS.1.1 (Application) Students can identify and explain the purpose of the presentation through listening and viewing.
4.LVS.1.2 (Comprehension) Students can record and explain information while listening and viewing.
4.LVS.1.3 (Synthesis) Students can express ideas and convey information in an oral presentation.
4.LVS.1.4 (Synthesis) Students can incorporate expanding vocabularies into a formal presentation.
4.LVS.1.5 (Synthesis) Students can integrate nonverbal techniques in oral communication.
5th Grade
5.LVS.1.1 (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing.
5.LVS.1.2 (Comprehension) Students can explain the purpose and content of the presentation.
5.LVS.1.3 (Application) Students can select and organize relevant information gathered through listening and viewing.
5.LVS.1.4 (Application) Students can deliver a narrative oral presentation.
6th Grade
6.LVS.1.1 (Comprehension) Students can interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues.
6.LVS.1.2 (Application) Students can organize and present narrative and informative presentations using main ideas and supporting details.
6.LVS.1.3 (Knowledge) Students can identify facts and opinions in auditory and visual information.
7th Grade
7.LVS.1.1 (Evaluation) Students can evaluate the purpose and content of the presentation using listening and viewing skills.
7.LVS.1.2 (Comprehension) Students can express orally how audience and purpose influence speech format.
7.LVS.1.3 (Synthesis) Students can create clear and organized descriptive, informative, and narrative presentations.
7.LVS.1.4 (Evaluation) Students can evaluate the use of facts and opinions expressed in auditory and visual information.
8th Grade
8.LVS.1.1 (Evaluation) Students can evaluate information in auditory and visual communication.
8.LVS.1.2 (Analysis) Students can analyze audio/visual aids in presentations.
8.LVS.1.3 (Application) Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.
8.LVS.1.4 (Synthesis) Students can deliver a persuasive presentation.
9th Grade
9.LVS.1.1 (Analysis) Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.
9.LVS.1.2 (Synthesis) Students can implement organizational methods for informative presentations.
9.LVS.1.3 (Application) Students can clarify and defend positions with precise and relevant evidence within an informal setting.
9.LVS.1.4 (Application) Students can support a presentation with audio/visual aids and technology considering audience and purpose.

10th Grade
10.LVS.1.1 (Analysis) Students can analyze visual and auditory impact on the credibility and reliability of the message.
10.LVS.1.2 (Evaluation) Students can evaluate the effectiveness of arguments used by speakers.
10.LVS.1.3 (Analysis) Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.
10.LVS.1.4 (Application) Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.
10.LVS.1.5 (Synthesis) Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.
10.LVS.1.6 (Evaluation) Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.
10.LVS.1.7 (Application) Students can incorporate verbal techniques in formal speeches or presentations.
10.LVS.1.8 (Synthesis) Students can construct and deliver a variety of formal speeches or presentations.
11th Grade
11.LVS.1.1 (Evaluation) Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.
11.LVS.1.2 (Evaluation) Students can evaluate logical and critical thinking used in communication.
11.LVS.1.3 (Application) Students can implement rhetorical devices in oral presentations.
12th Grade
12.LVS.1.1 (Evaluation) Students can evaluate diction, tone, and syntax used in communication.
12.LVS.1.2 (Evaluation) Students can evaluate the interactions between society and media.
12.LVS.1.3 (Synthesis) Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.

Language Arts Literary Terms Scope and
Sequence Grades 7 - 12

	7	8	9	10	11	12
Allegory	-	-	-	I	R	R
Alliteration	M	M	R	R	M	R
Allusion	-	-	I	R	M	R
Apostrophe	-	-	-	-	-	I
Aside	-	-	I	R	R	R
Assonance, Consonance	-	-	-	I	M	R
Ballad	-	-	-	-	-	I
Blank Verse	-	-	-	I	R	R
Catharsis	-	-	-	-	-	I
Character	R	R	R	R	R	R
Tragic Hero	-	-	I	R	R	R
Foil	-	-	I	R	R	R
Main, Flat, Round, Minor, Dynamic, Static	-	-	I	R	R	R
Characterization	M	M	R	R	R	R
Chorus	-	-	-	-	-	I
Conceit	-	-	-	-	-	I
Concrete Poetry	-	I	R	R	R	R
Conflict	I	R	R	R	R	R
Connotation/ Denotation	M	R	R	R	R	R
Dialogue:	I	R	R	R	R	R
Characterization	I	R	R	R	R	R
Dialect	-	-	I	R	M	R

Language Arts Literary Terms Scope and
Sequence Grades 7 - 12

	7	8	9	10	11	12
Elegy	-	-	-	-	-	I
Epic	-	-	I	R	-	R
Figurative Language	I	M	R	R	R	R
Flashback	I	R	R	R	M	R
Foreshadowing	I	R	R	R	M	R
Genre	I	R	R	R	R	R
Gothic	-	-	-	-	I	R
Hubris	-	-	I	R	-	R
Idiom	M	M	R	R	R	R
Imagery	M	M	R	R	R	R
Irony (dramatic, verbal, situational)	-	M	R	R	R	R
Legend	-	-	-	I	R	R
Lyric	-	-	-	-	-	I
Main Idea/ Supporting Idea	M	R	R	R	R	
Metaphor	I	R	R	R	M	R
Metaphysical	-	-	-	-	-	I
Meter	-	-	I	R	R	R
Modernism	-	-	-	-	I	R
Mood	M	M	R	R	R	R
Motif	-	-	-	I	R	R
Myth	I	-	R	R	R	R
Naturalism/Realism	-	-	-	-	I	R
Onomatopoeia	M	M	R	R	M	R

Language Arts Literary Terms Scope and
Sequence Grades 7 - 12

	7	8	9	10	11	12
Oxymoron	-	-	I	R	R	R
Paradox	-	-	-	I	R	R
Parody	-	-	-	-	I	R
Personification	I	R	R	R	M	R
Plot	M	M	R	R	R	R
Point of View	M	M	R	R	R	R
Protagonist/ Antagonist	I	R	R	R	R	R
Pun	-	-	I	R	R	R
Puritan Plain Style	-	-	-	-	I	R
Regionalism	-	-	-	-	I	R
Repetition	-	-	-	I	R	R
Rhyme Scheme	-	M	R	R	R	R
Romanticism	-	-	-	I	R	R
Satire	-	-	-	I	R	R
Setting	M	M	R	R	R	R
Simile	I	I	R	R	M	R
Soliloquy	-	-	I	R	-	R
Sonnet				I	-	R
Stanza	I	R	R	R	R	R
Stream of Consciousness	-	-	-	-	I	R
Suspense	I	R	R	R	R	R
Symbol	I	R	R	R	R	R
Syntax	-	-	-	I	R	R
Theme	M	M	R	R	R	R
Tone	M	M	R	R	R	R
Transcendentalism	-	-	-	-	I	-

Language Arts Grammar Scope and Sequence
Grades 7-12

	7	8	9	10	11	12
Nouns (simple, proper, compound, subject/simple subject)	R	R	R	R	R	R
Pronouns	R	R	R	M	R	R
Verbs	R	R	R	R	R	R
Adjectives	M	R	R	R	R	R
Adverbs	R	M	R	R	R	R
Prepositions	R	R	M	R	R	R
Conjunctions	R	R	R	M	R	R
Interjections	R	R	R	R	R	R
Active/Passive Voice	*	I	I	M	R	R
Adverb Clauses	*	I	R	R	M	R
Appositives	*	I	M	R	R	R
Clauses/Phrases:						
Dependent	I	I	R	R	M	R
Independent	I	I	R	R	M	R
Compound Sentences	R	M	R	M	M	R
Complex Sentences	*	*	I	M	M	R
Conjunction types						
Subordinating	*	I	I	M	R	R
Coordinating	I	I	R	M	R	R
Correlative	*	*	I	M	R	R
Conjunctive Adverbs/transitions	*	*	I	M	R	R
Direct Object	R	R	R	R	R	R
Formal/Informal Tone	R	R	R	R	R	R
Homonyms	R	R	R	R	R	R
Indirect Objects	R	R	R	R	R	R
Literary Present Tense	*	*	I	R	R	R
Clauses and phrases used as nouns	*	*	I	R	M	R
Parallelism	*	*	*	I	M	R
Participial Phrase	*	I	R	R	M	R
Possessive Noun	R	R	R	R	R	R
Predicate Noun	R	R	R	R	R	R
Prepositional Phrases – Object	R	R	M	R	R	R
Pronoun Usage	R	R	R	M	R	R
Subject/Verb Agreement	M	R	R	R	R	R
Verbals						
Gerunds	*	*	I	R	M	R
Infinitives	*	*	I	R	M	R
Participles	*	I	R	R	M	R
Verb Tenses (past, present, future, perfect, subjective, irregular)	M	R	R	R	R	R
Verbs – Action	M	R	R	R	R	R
Verbs – Linking	M	R	R	R	R	R

Language Arts Punctuation Scope and Sequence - grae 7-12

	7	8	9	10	11	12
Colons	R	R	R	R	M	R
Commas						
City/State	R	R	R	R	R	R
Dates	R	R	R	R	R	R
Introductory Adverb Clause	*	I	R	R	M	R
Introductory Participial Clause	*	I	R	R	M	R
Adjective Clauses – who, which, that	*	R	R	R	M	R
Interjections	R	R	R	R	R	R
Direct Address	*	I	R	R	R	R
Prepositional Phrases	R	R	M	R	M	R
Series	R	R	R	R	M	R
Parenthetical expressions	I	I	R	R	M	R
Quotations marks	R	R	R	R	M	R
Appositives, Essential and Nonessential	*	I	M	R	M	R
Letters	*	*	*	*	M	M
Between Repeated Words	*	I	R	R	M	R
Compound Sentences	R	M	R	R	R	R
Dash	I	R	R	R	M	R
Ellipsis	*	*	I	R	M	R
MLA Research	I	R	R	R	R	*
APA Research	*	*	*	*	*	I
Quotations- quotes within quotes	*	*	I	M	R	R
Semicolons	*	I	R	R	M	R
Underlining, Italics, Quotes	R	R	R	M	R	R

Grade 7-12 Literature

Grade 7

Heart of a Champion
Lightning Thief
Touching Spirit Bear
A Christmas Carol
The Monsters are Due on Maple Street (play)
Johnny Tremain – Acc.

Grade 8

The Outsiders
The Diary of Anne Frank (play)
Bearstone
The Giver
Remembering the Good Times
The Hunger Games – Acc.
Swiss Family Robinson – Acc./The Hound of the Baskervilles – Acc.

Grade 9

Of Mice and Men
To Kill a Mockingbird
The Odyssey
Romeo and Juliet (play)
Dr. Jekyll and Mr. Hyde
Lord of the Flies – Acc.

Grade 10

All Quiet on the Western Front
MacBeth (play)
Ender's Game
The Catcher in the Rye – Acc.

Grade 11

Maggie: a Girl of the Streets/The Old Man and the Sea
The Great Gatsby
The Joy Luck Club – Acc.
Native Son – Acc.
The Crucible (play)

Grade 12 - Contemporary Literature

Nineteen Minutes
The Road
The Bluest Eye
Peace Like a River
A Curious Incident of a Dog in the Night-time

Grade 12 – Intro. To English Literature

Beowulf

Canterbury Tales

Hamlet (play)

Northanger Abbey

Brave New World/1984

AP Literature

Jane Eyre/Wuthering Heights (summer)

Kite Runner (summer)

Pride and Prejudice

Invisible Man

Othello (play)

Oedipus Rex

AP Language

Three Cups of Tea (summer)

Angela's Ashes (summer)

Catch 22

Heart of Darkness

The Tempest (play)

Blue Highways

Grades 7-12 Writing Scope and Sequence

7th

Narrative Writing
Expository Writing – Research Paper
Writing Prompts – three each year (persuasive, expository, narrative, descriptive)
Literary Responses (through Reading classes)
Book Review
Persuasive Writing
Descriptive Writing

8th

Descriptive Essay
Narrative Essay
Persuasive Essay
Expository Essay
Research Paper
Literary Response
Thank You Letter
Writing prompts – three each year (persuasive, expository, narrative, descriptive)
Literary Response
Essay Questions for Tests
Poetry Analysis
Resume

9th

Narrative Essay (five paragraph)
Expository Essay
Persuasive Essay
Writing Prompts
Journal
Technical Writing

10th

Writing Prompts – two prompts
Technical Writing (brochure, etc.)
Literary Analysis of a Poem
Research Paper (Hero Paper)
Problem Cause Effect Solution Paper

11th

Research Paper
Classification Paper
Literary Analysis
Writing prompts – two prompts
Essay Questions (literary analysis)
Comparison and Contrast Paper

12th

AP Literature

Comparison and Contrast Paper
Literary Analysis (two)
Extended Literary Analysis of a Poem
Author Letter (Letters About Literature Contest)
Resume
Timed writing – three prose, three poetry, three open-ended

AP Language

Definition Essay
Rhetorical Analysis of Speech
Persuasive Research Paper (APA Style)
Timed Writing – three prose analysis, three persuasive prompts,
three synthesis prompts
College Application/Scholarship Essay

Creative Writing

Short Story – 10 pages
Poetry Unit (variety of 15 types of poetry)
One Act Play
Children's Book
Writer's Journal
Author Letter
Travel Brochure
Scrapbook
Research Paper (APA Style)
Personal Reflection Portfolio

Expository Writing

Comparison/Contrast Paper
Process Paper
Division Definition Classification Paper
Persuasive Paper (APA Style)
Research Paper (APA Style)

Professional Writing

- Business Letter
- E-mail (formal vs. informal)
- Directions/Instructions
- Memorandum
- Proposal
- Research Paper (APA Style)
- Reading/Synthesizing Journal Articles
- Brochure and Flier
- Report
- Newsletter
- Process Paper
- Resume
- Application Letter

Introduction to English Literature

- Literary Analysis of a Prose (MLA Style)
- Journals
- Poetry Analysis
- Author Letter (Letter About Literature Contest)

Contemporary Literature

- Character Analysis (MLA Style)
- Compare and Contrast Essay
- Various Essays
- Journals
- Author Letter (Letters About Literature Contest)

Grades 7-12 Speaking Scope and Sequence

7th

How-To Presentation
Oral Presentation of a Written Piece
Powerpoint Presentation
Book Talk

8th

Persuasive Speech
Interview
Small Group Presentation

9th

Speech

Introduction Speech
Demonstration Speech
Informative Speech
Persuasive Speech
Parliamentary Procedure
Impromptu Speech
Group Speech

Debate

Group Discussion
Oratory Speech
Extemp Speech
Debate (In Class)
Four Step Argumentation Speeches
Parliamentary/Student Congress

10th

Group Presentations---King Arthur
Dramatic Reading of Macbeth
Presentation of Research Paper

11th

Two Group Presentations
Two Individual Podcasts

12th

Multi-media Presentations