

English 10 Curriculum

Unit 1 Plot/Setting (approx. 18 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE Conflict and Setting (5 days)	Conflict drives plot. Setting affects conflict and mood.	What is the purpose for including conflicts within a story? How does setting influence mood? How does setting influence conflict? How is suspense created in a story?	Students will know... The difference between internal and external conflicts. The elements of a traditional plot structure. the difference between central and subordinate conflicts	Students should be able to analyze plot structure and development of time and sequence. Students should be able to analyze setting and how it affects character and mood. Students should be able to identify and analyze various conflicts (human vs. human, self, nature, society) in a text.	"Contents of the Dead Man's Pocket"	Conflict Internal conflict External conflict Plot Exposition Rising Action Inciting incident Climax Falling Action Resolution Chronological order	CC.1.3.9–10.E CC. 1.3.9-10.K L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.1.1 L.F.2.3.2 L.F.2.3.3
LITERATURE Flashback and Foreshadowing (2 days)	Not every story follows the traditional plot structure.	What effects result when a story does not utilize the traditional plot structure?	Students will know... The definition and difference between flashback, flash-forward, and foreshadowing	Students should be able to identify and analyze the use of flashback and foreshadowing in a text.	"The Leap"	Flashback Flash-forward Foreshadowing	CC.1.3.9–10.E CC. 1.3.9-10.K L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.1.1 L.F.2.3.2 L.F.2.3.3

<p>WRITING FCAs</p> <p>Using strong, active verbs</p> <p>Using descriptive adjectives and adverbs (1-2 days)</p>	<p>Active verbs strengthen writing.</p> <p>Descriptive adjectives and adverbs contribute to vivid imagery.</p>	<p>What are the benefits of using active verbs in writing?</p> <p>What are the benefits of using descriptive adjectives and adverbs in writing?</p>	<p>Students will know...</p> <p>The difference between active and helping verbs.</p> <p>The characteristics of adverbs and adjectives.</p>	<p>Students should be able to write descriptive sentences using strong, active verbs</p> <p>Students should be able to write descriptive sentences using strong adjectives and adverbs.</p>	<p>Activities to practice and assess FCA including teacher modeling, partner and small group activities, and independent practice.</p>	<p>Active verbs</p> <p>Adjectives</p> <p>Adverbs</p>	<p>CC.1.4.9–10.F</p> <p>CC. 1.4.9–10.L</p> <p>CC. 1.4.9–10.R</p>
<p>WRITING (NARRATIVE)</p> <p>(5 days)</p>	<p>Slowing plot by using vivid sensory details, strong verbs, and figurative language builds suspense and intensifies a narrative.</p>	<p>How does one intensify narrative writing?</p>	<p>Students will know...</p> <p>The five types of imagery</p> <p>The difference between active and helping verbs</p> <p>Types of figurative language</p>	<p>Students should be able to write descriptively using vivid sensory details, strong verbs, and figurative language to create suspense</p> <p>Students should be able to break a narrative into units of meaning (paragraphs)</p>	<p>Writing: Narrative – “Explode the Moment” (multi-paragraph narrative focusing on strong verbs, sensory details, and figurative language – showing instead of telling.)</p>	<p>Sensory detail</p> <p>Imagery</p> <p>Figurative language</p>	<p>CC. 1.4.9-10.M</p> <p>CC. 1.4.9-10.N</p> <p>CC. 1.4.9-10.O</p> <p>CC. 1.4.9-10.P</p> <p>CC. 1.4.9-10.Q</p> <p>CC. 1.4.9-10.T</p> <p>CC. 1.4.9-10.U</p> <p>CC. 1.4.9-10.X</p>
<p>WRITING FCAs</p> <p>Brainstorming</p> <p>Writing a topic sentence</p> <p>Finding relevant Quotations (3 days)</p>	<p>Brainstorming helps to facilitate critical thought and development.</p> <p>A topic sentence conveys the central idea or claim of a portion of writing.</p> <p>Relevant quotations are integral to the</p>	<p>Why is brainstorming important?</p> <p>What is the purpose for a topic sentence?</p> <p>In what capacity are direct quotations useful in illustrating a point?</p>	<p>Students will know...</p> <p>different brainstorming strategies</p> <p>the definition of a topic sentence</p>	<p>Students will be able to brainstorm ideas for a constructed response</p> <p>Students should be able to write a clear topic sentence responding to a prompt</p>	<p>Activities to practice and assess FCAs including teacher modeling, partner and small group activities, and independent practice</p>	<p>N/A</p>	<p>CC. 1.4.9-10.A</p> <p>CC. 1.4.9-10.B</p> <p>CC. 1.4.9-10.C</p> <p>CC. 1.4.9-10.S</p> <p>CC. 1.4.9-10.T</p> <p>CC. 1.4.9-10.X</p>

	development of a central idea.			Students should be able to find relevant quotations to illustrate a point			
Unit 1 Assessment Elements of Plot and Writing FCAs							
Unit 2 Characterization (approx. 17 days)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>LITERATURE</p> <p>Indirect vs. direct characterization</p> <p>Static vs. Dynamic</p> <p>Flat vs. Round</p> <p>(4 days)</p>	<p>Authors use both direct and indirect characterization to reveal character traits and motivations.</p> <p>Protagonists are usually dynamic (their change revealing theme).</p>	<p>What is the benefit and effect of indirect characterization vs. direct characterization?</p> <p>Why is it important to include flat characters along with round characters?</p> <p>Why is the protagonist usually dynamic?</p> <p>Why are some characters static? (Shouldn't they all experience change?)</p>	<p>Students will know...</p> <p>The differences between direct and indirect characterization</p> <p>The differences between and characteristics of a round and flat character</p> <p>The differences between and characteristics of a static and dynamic character</p>	<p>Students should be able to differentiate between direct and indirect characterization</p> <p>Students should be able to make inferences about a character based on evidence of indirect characterization</p> <p>Students should be able to compare and contrast characters</p> <p>Students should be able to determine whether a character is flat or round, and static or dynamic; justify with specific textual evidence</p>	<p>"Everyday Use"</p>	<p>Direct characterization</p> <p>Indirect characterization</p> <p>Flat character Round character</p> <p>Stock character</p> <p>Protagonist</p> <p>Antagonist</p> <p>Subordinate character</p> <p>Dynamic character</p> <p>Static character</p>	<p>CC.1.3.9–10.C</p> <p>CC. 1.3.9-10.K</p> <p>L.F.1.3.1</p> <p>L.F.1.3.2</p> <p>L.F.2.1.2</p> <p>L.F.2.1.1</p> <p>L.F.2.3.1</p>

LITERATURE Character Motivation (3 days)	<p>A character's actions are motivated by external forces.</p> <p>An author's use of character motivation makes a character more realistic and believable to the reader</p> <p>Motives are seldom stated directly and must be inferred</p>	<p>What motivates a character's actions?</p>	<p>Students will know...</p> <p>The definition of internal and external character motivation.</p>	<p>Students should be able to make inferences about character motivation</p> <p>Students should be able to analyze/interpret the actions, motivations, dialogue, emotions/feelings, traits, and relationships between characters within a fictional text.</p>	<p>"Two Kinds"</p>	<p>Definitions above AND character motivation</p>	<p>CC.1.3.9–10.C</p> <p>CC. 1.3.9-10.K</p> <p>L.F.1.3.1</p> <p>L.F.1.3.2</p> <p>L.F.2.1.2</p> <p>L.F.2.1.1</p> <p>L.F.2.3.1</p>
WRITING FCA's Combining Sentences (1-2 days)	<p>Punctuation helps to convey meaning.</p>	<p>What is the advantage of using a semi-colon as opposed to a coordinating conjunction as opposed to a period?</p>	<p>Students will know...</p> <p>the difference between a semi-colon, comma, and period</p>	<p>Students should be able to combine related sentences with a semi-colon.</p> <p>Students should be able to combine sentences with coordinating conjunctions.</p>	<p>Writing FCA: Combining sentences (using semi-colons and coordinating conjunctions)</p>	<p>Coordinating conjunctions (F.A.N.B.O.Y.S.) semicolon</p>	<p>CC.1.4.9 – 10.F</p> <p>CC.1.4.9 – 10.L</p> <p>CC.1.4.9 – 10.R</p>
WRITING (Personal essay/presentation) (4 days)	<p>Both direct and indirect characterization help to reveal character traits and motivations.</p>	<p>What is the benefit and effect of indirect characterization vs. direct characterization?</p> <p>What constitutes indirect characterization?</p>	<p>Students will know...</p> <p>The difference between direct and indirect characterization</p>	<p>Students should be able to create a controlling impression by using both direct and indirect characterization</p>	<p>"The _____est Person I Know"</p> <p>personal essay/speech presentation</p>	<p>Controlling impression</p> <p>Direct characterization</p> <p>Indirect characterization</p>	<p>CC. 1.4.9-10.M</p> <p>CC. 1.4.9-10.N</p> <p>CC. 1.4.9-10.O</p> <p>CC. 1.4.9-10.P</p> <p>CC. 1.4.9-10.Q</p> <p>CC. 1.4.9-10.T</p>

WRITING FCAs Using relevant textual evidence including direct quotations to support a central claim (2 days)	A topic sentence conveys the central idea or claim of a portion of writing. Effective writing is well supported with specific textual evidence. Relevant quotations are integral to the development of a central idea. Quotations must be cited to give credit to original source material.	What is the function of a topic sentence? In what capacity are direct quotations useful in illustrating a point? Why is it important to explain direct quotations and embed them in context?	Students will know... The purpose for a topic sentence What an in-text citation is Elements of a paragraph	Students should be able to support a clear central claim (topic sentence) using relevant textual justification Students should be able to incorporate quotations as textual evidence - Introduce - Embed in a sentence -Punctuate correctly - Cite correctly - Explain (connect to point)	Activities to practice and assess FCAs including teacher modeling, partner and small group activities, and independent practice Constructed response on exam	N/A	CC. 1.4.9-10.A CC. 1.4.9-10.B CC. 1.4.9-10.C CC. 1.4.9-10.D CC. 1.4.9-10.E CC. 1.4.9-10.S CC. 1.4.9-10.T CC. 1.4.9-10.X
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Unit 2 Assessment Elements of Characterization and Writing FCAs 2 days

Unit 3 Point of View and Voice (approx. 20 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE First person unreliable narrator (4 days)	One's perception of an action or event is relative; reality is perceived differently by different people/characters.	What are signs that a narrator is unreliable? What are the effects of using an unreliable narrator?	Students will know... Characteristics of first person narration.	Students should be able to analyze bias present with a first person narrator. Students should be able to analyze the	"By the Waters of Babylon"	Point of view First person Third person limited Third person omniscient Subjective Objective	CC.1.3.9–10.D CC. 1.3.9-10.K L.F.2.1.1 L.F.2.1.2 L.F.2.3.6

	A first person narrator is never objective and is often unreliable.	<p>Why is a first person narrator inherently biased?</p> <p>How would a story differ if it were told from a different perspective?</p>	Characteristics of an unreliable narrator.	effects of an unreliable narrator.		Bias Unreliable narrator	
<p>WRITING (Analyzing how point of view influences literature)</p> <p>FCA's</p> <p>Outlining a multi-paragraph essay– Thesis and clear topic sentences</p> <p>Using relevant textual evidence including direct quotations to support a central claim (5 days)</p>	<p>A topic sentence conveys the central idea or claim of a portion of writing.</p> <p>A thesis provides an essay's central claim and previews its organization</p> <p>An outline provides an overview of an essay's content and organizational structure.</p> <p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a central idea.</p> <p>Quotations must be cited to give credit to an original work.</p>	<p>What is the function of a topic sentence?</p> <p>What is the function of a thesis?</p> <p>What is the purpose for creating an outline?</p> <p>In what capacity are direct quotations useful in illustrating a point?</p> <p>Why is it important to explain direct quotations and embed them in context?</p>	<p>Students will know...</p> <p>The function of a topic sentence</p> <p>The function of a thesis</p> <p>What an in-text citation is</p> <p>Elements of a paragraph</p> <p>Elements of a multi-paragraph essay</p>	<p>Students will be able to determine the theme of a text; analyze in detail its development over the course of the text</p> <p>Students should be able to compare and contrast how major themes are developed across two stories</p> <p>Students should be able to outline ideas effectively.</p> <p>Students should be able to support a clear thesis using relevant textual justification</p> <p>Students should be able to incorporate quotations as textual evidence - Introduce</p>	Short multi-paragraph essay (on the effects of using an unreliable narrator in "By the Waters of Babylon")	See above.	<p>CC. 1.4.9-10.A</p> <p>CC. 1.4.9-10.B</p> <p>CC. 1.4.9-10.C</p> <p>CC. 1.4.9-10.D</p> <p>CC. 1.4.9-10.E</p> <p>CC. 1.4.9-10.S</p> <p>CC. 1.4.9-10.T</p> <p>CC. 1.4.9-10.X</p> <p>CC. 1.4.9-10.X</p>

				<ul style="list-style-type: none"> - Embed in a sentence - Punctuate correctly - Cite correctly - Explain (connect to point) 			
LITERATURE Point of view – Third person limited vs. third person omniscient (4 days)	Ones perception of an action or event is relative; reality is perceived differently by different people/characters. A third person omniscient narrator is unbiased and reveals events objectively. A story told from third person limited provides a limited view (relative to one character's experiences).	Why is third person omniscient the most objective method of storytelling? Why is third person limited more narrow and biased than third person omniscient? What are the benefits/effects of using third person omniscient versus third person limited in a story?	Students will know... The characteristics of and difference between third person omniscient and third person limited.	Students should be able to identify the point of view of a story. Students should be able to analyze the effects of a particular point of view on a story.	“The Cold Equations”	Third person limited Third person omniscient Subjective Objective Bias	CC.1.3.9–10.D CC. 1.3.9-10.K L.F.2.1.1 L.F.2.1.2 L.F.2.3.6
LITERATURE Tone (5 days)	Carefully chosen diction conveys tone. Tone and mood relate but are not always the same.	What is the difference between tone and mood? What strategies does an author utilize to create a strong tone?	Students will know... The difference between tone and mood	Students should be able to identify tone.	“The Cold Equations” (tone of characters) “The Pedestrian” (tone of speaker) Nonfiction selections (tone of author)	Voice Connotation Diction Tone	CC. 1.3.9-10.K CC. 1.3.9-10.F L.F.2.3.5

Unit 3 Assessment Elements of Point of View and Voice and Writing FCAs 2 days

Unit 4 Theme (approx. 19 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE Analyzing the development of theme in fiction (and comparing across stories) (5 days)	<p>A universal theme can be expressed in a number of ways</p> <p>Stories may contain more than one theme</p> <p>Theme is what gives a story deeper meaning and goes beyond simply entertaining or informing</p> <p>Character change often informs theme.</p> <p>A theme is only valid when it is justifiable through textual support.</p>	<p>What strategies can one use to find themes within a piece?</p> <p>Why do authors use themes within their pieces as opposed to telling us their messages overtly?</p>	<p>Students will know...</p> <p>The characteristics of theme.</p>	<p>Students should be able to determine the theme of a text; analyze in detail its development over the course of the text</p> <p>Articulate a theme using clear, concise language.</p> <p>Students should be able to analyze the connection between character change and theme</p> <p>Students should be able to compare and contrast the themes of two stories</p>	<p>“Catch the Moon”</p> <p>“The Bass, the River, and Sheila Mant”</p>	Theme Universal themes	<p>CC.1.3.9–10.A</p> <p>CC.1.3.9–10.H</p> <p>CC. 1.3.9-10.K</p> <p>L.F.1.3.1</p> <p>L.F.1.3.2</p> <p>L.F.2.1.2</p> <p>L.F.2.1.1</p> <p>L.F.2.2.3</p> <p>L.F.2.3.4</p>
LITERATURE Comparing and contrasting themes across genres (6 days)	<p>A universal theme can be expressed across different genres</p> <p>Theme is what gives</p>	<p>How does an author use the characteristics of a genre (fiction vs. nonfiction) to support a theme?</p>	<p>Students will know...</p> <p>The differences between fiction and literary</p>	<p>Students should be able to determine the theme of a text; analyze in detail its development over the course of</p>	<p>“And of Clay Are We Created” (fiction)</p> <p>“The Man in the Water”</p>	Theme Universal themes Genre	<p>CC.1.3.9–10.A</p> <p>CC.1.3.9–10.G</p> <p>CC.1.3.9–10.H</p> <p>CC. 1.3.9-10.K</p> <p>L.F.2.2.1</p> <p>L.F.2.2.2</p>

	<p>a story deeper meaning and goes beyond simply entertaining or informing</p> <p>A theme is only valid when it is justifiable through textual support.</p>		nonfiction	<p>the text</p> <p>Students should be able to articulate a theme using clear, concise language.</p> <p>Students should be able to analyze how literary form relates to and/or influences meaning of a text</p> <p>Students should be able to compare and evaluate the characteristics that distinguish fiction from literary nonfiction</p>	(literary nonfiction)		<p>L.F.2.2.3</p> <p>L.F.1.3.1</p> <p>L.F.1.3.2</p> <p>L.F.2.1.2</p> <p>L.F.2.1.1</p>
<p>WRITING</p> <p>FCA</p> <p>Parallel Structure</p> <p>(1 day)</p>	Clear and effective writing employs parallel structure.	Why is it important to use parallel structure in writing?	<p>Students will know...</p> <p>The meaning of parallel structure</p>	Students should be able to use parallel structure effectively (especially in thesis writing)	Activities to practice and assess FCAs including teacher modeling, partner and small group activities, and independent practice	Parallel structure	<p>CC.1.4.9 – 10.F</p> <p>CC. 1.4.9 – 10.L</p> <p>CC. 1.4.9 – 10.R</p>
<p>WRITING</p> <p>Comparing and contrasting themes</p> <p>FCAs</p> <p>Outlining a multi-paragraph essay–Thesis and clear</p>	<p>A topic sentence conveys the central idea or claim of a portion of writing.</p> <p>A thesis provides an essay’s central claim and previews its organization</p>	<p>What is the function of a topic sentence?</p> <p>What is the function of a thesis?</p> <p>What is the purpose for creating an outline?</p>	<p>Students will know...</p> <p>The function of a topic sentence</p> <p>The function of a thesis</p>	<p>Students will be able to determine the theme of a text; analyze in detail its development over the course of the text</p> <p>Students should be</p>	“Comparing and Contrasting Themes” Multi-paragraph essay	N/A	<p>CC. 1.4.9-10.A</p> <p>CC. 1.4.9-10.B</p> <p>CC. 1.4.9-10.C</p> <p>CC. 1.4.9-10.D</p> <p>CC. 1.4.9-10.E</p> <p>CC. 1.4.9-10.S</p> <p>CC. 1.4.9-10.T</p> <p>CC. 1.4.9-10.U</p> <p>CC. 1.4.9-10.X</p>

<p>topic sentences</p> <p>Using specific textual evidence to support topic sentences including direct quotations (introduced, embedded, cited, and explained) (7 days)</p>	<p>An outline provides an overview of an essay's content and organizational structure.</p> <p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a central idea.</p> <p>Quotations must be cited to give credit to an original work.</p>	<p>In what capacity are direct quotations useful in illustrating a point?</p> <p>Why is it important to explain direct quotations and embed them in context?</p>	<p>What an in-text citation is</p> <p>Elements of a paragraph</p> <p>Elements of a multi-paragraph essay</p>	<p>able to compare and contrast how major themes are developed across two stories</p> <p>Students should be able to outline ideas effectively.</p> <p>Students should be able to support a clear thesis using relevant textual justification</p> <p>Students should be able to incorporate quotations as textual evidence</p> <ul style="list-style-type: none"> - Introduce - Embed in a sentence - Punctuate correctly - Cite correctly - Explain (connect to point) 			
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Unit 5 Irony (approx.10 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE Irony (6 days)	Irony is used in literature to mimic the unpredictability of life.	What is the purpose for and effects of using irony (verbal, situational, and dramatic) in	<p>Students will know...</p> <p>The definitions for and</p>	Students should be able to identify instances of verbal, situational, and dramatic irony in	<p>Textbook: "Lamb to the Slaughter"</p> <p>Other options:</p>	<p>Irony</p> <p>Verbal irony</p> <p>Situational irony</p> <p>Dramatic irony</p>	<p>CC. 1.3.9-10.F</p> <p>CC. 1.3.9-10.K</p> <p>L.F.2.5.1</p> <p>L.F.1.3.1</p> <p>L.F.1.3.2</p>

	Irony impacts mood (often resulting in feelings of sadness and/or humor)	literature? In what ways can irony be misunderstood?	differences between verbal, situational, and dramatic irony	literature. Students should be able to create examples of irony. Students should be able to analyze the effects of irony on mood.	“The Bet” “The Dinner Party” “Harrison Bergeron” (currently used in midterm)		L.F.2.1.2 L.F.2.1.1
WRITING FCA Active vs. Passive voice (1-2 days)	Strong effective writing employs active voice. Passive voice may be appropriate in certain circumstances.	What is the benefit of using active voice in writing? When is it appropriate to use passive voice in writing?	Students will know... The characteristics of and difference between active and passive voice	Students should be able to identify active voice. Students should be able to identify passive voice. Students should be able to use active voice effectively.	Activities to practice and assess FCAs including teacher modeling, partner and small group activities, and independent practice	Active voice Passive voice	CC.1.4.9–10.F CC.1.4.9–10.L CC.1.4.9–10.R
WRITING FCAs Using relevant textual evidence including direct quotations to support a central claim (2 days)	A topic sentence conveys the central idea or claim of a portion of writing. Effective writing is well supported with specific textual evidence. Relevant quotations are integral to the development of a central idea. Quotations must be cited to give credit	What is the function of a topic sentence? In what capacity are direct quotations useful in illustrating a point? Why is it important to explain direct quotations and embed them in context?	Students will know... The function of a topic sentence What an in-text citation is Elements of a strong paragraph	Students should be able to support a clear central claim (topic sentence) using relevant textual justification Students should be able to incorporate quotations as textual evidence - Introduce - Embed in a sentence - Punctuate correctly - Cite correctly - Explain (connect to	Activities to practice and assess FCAs including teacher modeling, partner and small group activities, and independent practice	N/A	CC. 1.4.9-10.A CC. 1.4.9-10.B CC. 1.4.9-10.C CC. 1.4.9-10.D CC. 1.4.9-10.E CC. 1.4.9-10.S CC. 1.4.9-10.T CC. 1.4.9-10.X

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Assessment Unit 4 and Unit 5 Elements of Theme and Irony and Writing FCAs 2 days

Unit 6 Author's Purpose and Satire (approx. 22 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE Author's Purpose/Satire (9 days)	Tone reflects author's purpose. Theme and author's purpose are related. Satire is a powerful tool to bring about social change.	What are different purposes for writing? In what ways does an author reveal bias through his/her writing? How does theme relate to author's purpose? How does tone relate to author's purpose? What is the purpose of and effects of satire?	Students will know... The difference between tone and mood Characteristics of a satire	Students should be able to analyze author's purpose and bias. Students should be able to analyze elements of satire and how they develop author's purpose.	<i>Inherit the Wind</i> OR <i>Anthem</i>	Author's Purpose Satire	CC. 1.3.9-10.B CC. 1.3.9-10.K L.F.1.1 L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.1.1
WRITING (multi-paragraph essay with research component)	During the research process, one must evaluate the credibility and relevancy of secondary sources.	What constitutes a reliable secondary source? What is the purpose of a thesis?	Students will know... Characteristics of a credible secondary source	Students should be able to research secondary sources Students should be able to evaluate the	Multi-paragraph essay (with research component) analyzing author's purpose (for either	N/A	CC. 1.4.9-10.A CC. 1.4.9-10.B CC. 1.4.9-10.C CC. 1.4.9-10.D CC. 1.4.9-10.E CC. 1.4.9-10.S

<p>FCAs Incorporating relevant quotations from credible secondary sources</p> <p>Using relevant textual evidence including direct quotations to support a central claim (13 days)</p>	<p>A topic sentence conveys the central idea or claim of a portion of writing.</p> <p>A thesis provides an essay's central claim and previews its organization</p> <p>An outline provides an overview of the content and organization of an essay.</p> <p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a central idea.</p> <p>Research must be cited to give credit to original source material</p>	<p>What is the purpose for creating an outline?</p> <p>In what capacity are direct quotations useful in illustrating a point?</p> <p>Why is it important to explain direct quotations and embed them in context?</p> <p>What is the purpose for including a Works Cited page?</p>	<p>Rules for in-text citations (including citations from multiple sources)</p> <p>Rules for a Works Cited page</p>	<p>credibility of sources</p> <p>Students should be able to synthesize information from various sources</p> <p>Students should be able to outline</p> <p>Students should be able to support a clear central claim (topic sentence) using relevant textual justification (from multiple sources)</p> <p>Students should be able to incorporate quotations as textual evidence</p> <ul style="list-style-type: none"> - Introduce - Embed in a sentence - Punctuate correctly - Cite correctly - Explain (connect to point) <p>Students should be able to create a Works Cited page</p>	<p><i>Inherit the Wind</i> or <i>Anthem</i>)</p>	<p>CC. 1.4.9-10.T CC. 1.4.9-10.U CC. 1.4.9-10.V CC. 1.4.9-10.W CC. 1.4.9-10.X</p>
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Unit 7 Symbolism/Allegory (approx. 15 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE Symbolism (13 days)	<p>Allegories have both a literal and abstract meaning.</p> <p>Symbols work by way of association.</p> <p>Symbols rely on context for meaning.</p> <p>Symbols develop theme.</p>	<p>Why is it important to interpret a piece on its allegorical (as well as literal) level?</p> <p>What are some common/recurring symbols that are used in literature?</p> <p>How does a symbol acquire meaning?</p> <p>How does a novel's use of symbols develop its theme(s)?</p>	<p>Students will know...</p> <p>The difference between public and literary symbols.</p> <p>The difference between literal and abstract meaning.</p>	<p>Students should be able to analyze an allegory on a literal and figurative level.</p> <p>Students should be able to analyze how symbols in literature acquire meaning.</p> <p>Students should be able to analyze how symbols contribute to a story's theme(s).</p>	<p>"Colors as Symbols" activity</p> <p>"The Prodigal Son"</p> <p>"Of Mastodons and Men" <i>Wonder Years</i> episode</p> <p>"Symbols in Storybooks" activity (see Ms. Oravitz for list of storybooks)</p> <p>"The Masque of the Red Death"</p> <p>"Through the Tunnel"</p> <p><i>Lord of the Flies</i> (Scholars)</p>	<p>Public symbol</p> <p>Literary symbol</p> <p>Association</p> <p>Context</p> <p>Allegory</p> <p>Concrete</p> <p>Abstract</p> <p>Literal meaning</p> <p>Figurative meaning</p>	<p>CC.1.3.9-10.A</p> <p>CC.1.3.9-10.B</p> <p>CC. 1.3.9-10.K</p> <p>L.F.2.3.4</p> <p>L.F.2.5.1</p> <p>L.F.1.3.1</p> <p>L.F.1.3.2</p> <p>L.F.2.1.2</p> <p>L.F.2.1.1</p>
WRITING FCAs Using relevant textual evidence including direct quotations as evidence to support a central claim (1-2 days)	<p>A topic sentence conveys the central idea or claim of a portion of writing.</p> <p>Effective writing is well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a</p>	<p>What is the purpose for a topic sentence?</p> <p>In what capacity are direct quotations useful in illustrating a point?</p> <p>Why is it important to explain direct quotations and embed them in context?</p>	<p>Students will know...</p> <p>The purpose for a topic sentence</p> <p>What an in-text citation is</p> <p>Elements of a paragraph</p>	<p>Students should be able to support a clear central claim (topic sentence) using relevant textual justification</p> <p>Students should be able to incorporate quotations as textual evidence</p> <p>- Introduce</p> <p>- Embed in a</p>	<p>Activities to practice and assess FCAs including teacher modeling, partner and small group activities, and independent practice</p> <p>Constructed response (analyzing symbolism in an</p>	N/A	<p>CC. 1.4.9-10.A</p> <p>CC. 1.4.9-10.B</p> <p>CC. 1.4.9-10.C</p> <p>CC. 1.4.9-10.D</p> <p>CC. 1.4.9-10.E</p> <p>CC. 1.4.9-10.S</p> <p>CC. 1.4.9-10.T</p> <p>CC. 1.4.9-10.X</p>

	central idea. Quotations must be cited to give credit to original source material			sentence -Punctuate correctly - Cite correctly - Explain (connect to point)	allegory)		
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Unit 8 Poetry (approx. 24 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE Imagery in (narrative) poetry (2 days)	Imagery contributes to mood. Imagery within a poem helps a reader relate to a scene. Narrative poetry tells a story.	What is the purpose for and effect of using imagery in poetry? What is the difference between narrative and lyric poetry?	Students will know... The different types of imagery The characteristics of narrative poetry.	Students should be able to read and analyze narrative poetry. Students should be able to identify examples of imagery. Students should be able to analyze how imagery contributes to mood.	"The Legend" "My Father's House"	Speaker Poetic license Denotation Connotation Imagery Narrative poetry Dramatic poetry Lyric poetry	CC.1.3.9-10.F CC. 1.3.9-10.K L.F.2.2.4
WRITING Narrative poetry (using imagery) (3 days)	Imagery contributes to mood. Imagery within a poem helps a reader relate to a scene. Narrative poetry tells a story.	What is the purpose for and effect of using imagery in poetry? What is the difference between narrative and lyric poetry?	Students will know... The different types of imagery The characteristics of narrative poetry.	Students should be able to write narrative poetry using vivid imagery to develop mood.	"News as Poetry" poem	N/A	CC. 1.4.9-10.M CC. 1.4.9-10.N CC. 1.4.9-10.O CC. 1.4.9-10.P CC. 1.4.9-10.Q CC. 1.4.9-10.T CC. 1.4.9-10.X
LITERATURE Figurative	Poetry uses comparisons	What is the purpose for and effects of	Students will know...	Students should be able to identify,	"I am offering this poem"	Literal meaning Figurative meaning	CC.1.3.9-10.F CC. 1.3.9-10.K

Language in poetry (metaphor and simile) (6 days)	(figurative language) to help a reader connect with or understand a subject. Poetry can be read on a literal and figurative level.	using metaphor and simile in poetry? How does the use of metaphor and simile develop theme?	The definitions for and differences between metaphor and simile. The characteristics of direct, implied, and extended metaphor.	differentiate between, and analyze the figurative meaning of direct, implied, and extended metaphor in poetry. Students should be able to identify and analyze the figurative meaning of similes in poetry.	“Ode to my socks” “Honey and the Moon” “My life had stood a loaded gun”	Metaphor Simile Direct metaphor Implied metaphor Extended metaphor	L.F.2.5.1
WRITING Lyric poetry (using figurative language) (1 day)	Poetry uses comparisons (figurative language) to help a reader connect with or understand a subject.	What is the purpose for and effects of using metaphor and simile in poetry?	Students will know... The definitions for and differences between direct metaphor, implied metaphor, and simile.	Students should be able to write an ode using direct metaphors, implied metaphors, and similes to communicate strong emotions for a subject.	“Ode to my _____” poem	N/A	CC.1.3.9-10.F CC. 1.4.9-10.Q CC. 1.4.9-10.T CC. 1.4.9-10.X
LITERATURE Figurative Language in poetry (personification) (1 day)	Poetry uses comparisons (figurative language) to help a reader connect with or understand a subject. Poetry can be read on a literal and figurative level.	What is the purpose for and effects of using personification in poetry?	Students will know... The definition of personification.	Students should be able to identify personification. Students should be able to analyze the effects of personification in poetry.	“Out – out”	Personification	CC.1.3.9-10.F CC. 1.3.9-10.K L.F.2.5.1
LITERATURE Figurative Language in	Poetry uses comparisons (figurative	What is the purpose for and effects of using symbolism in	Students will know...	Students should be able to identify symbols in poetry.	“The Road not Taken”	Symbol Hyperbole Allegory	CC.1.3.9-10.F CC. 1.3.9-10.K L.F.2.5.1

poetry (symbolism) (4 days)	language) to help a reader connect with or understand a subject. Poetry can be read on a literal and figurative level.	poetry? How does symbolism develop theme?	The difference between literal and abstract meaning.	Students should be able to analyze the figurative meaning of symbols in poetry. Students should be able to analyze how symbols develop theme in poetry.	“Stopping by Woods on a Snowy Evening” “After Apple-Picking” “Ex Basketball Player”		
LITERATURE Sound Devices in poetry (4 days)	Sound devices in a poem can help to develop meaning and contribute to tone	What are the purposes for and effects of using sound devices (including alliteration, assonance, types of rhyme, meter, and onomatopoeia)?	Students will know... The definitions for and differences between sound devices in poetry.	Students should be able to identify sound devices in lyric poetry. Students should be able to analyze how sound devices contribute to tone and meaning in poetry.	“Drum” “Motto” “We Real Cool” “I taste a liquor never brewed”	Alliteration Assonance Onomatopoeia End rhyme Internal rhyme Exact rhyme Approximate rhyme Rhyme scheme Couplet Meter Iambic pentameter Blank verse Free verse	CC.1.3.9-10.F CC. 1.3.9-10.K L.F.2.5.2
WRITING Lyric poetry (using sound devices) (1 day)	Sound devices in a poem can help to develop meaning and contribute to tone	What are the purposes for and effects of using sound devices (including alliteration, assonance, types of rhyme, meter, and onomatopoeia)?	Students will know... The definitions for and differences between sound devices in poetry.	Students should be able to write lyric poetry using sound devices (alliteration, assonance, onomatopoeia, and rhyme)	Sound devices poem	N/A	CC.1.3.9-10.F CC. 1.4.9-10.Q CC. 1.4.9-10.T CC. 1.4.9-10.X
WRITING FCAs Using relevant textual detail including direct	A topic sentence conveys the central idea or claim of a portion of writing. Effective writing is	What is the purpose for a topic sentence? In what capacity are direct quotations useful in illustrating	Students will know... The purpose for a topic sentence	Students should be able to support a clear central claim (topic sentence) using relevant textual justification	Constructed response (analyzing how figurative language contributes to a poem’s theme)	N/A	CC. 1.4.9-10.A CC. 1.4.9-10.B CC. 1.4.9-10.C CC. 1.4.9-10.D CC. 1.4.9-10.E CC. 1.4.9-10.S

quotations as evidence to support a central claim (1 day)	<p>well supported with specific textual evidence.</p> <p>Relevant quotations are integral to the development of a central idea.</p> <p>Quotations must be cited to give credit to original source material</p>	<p>a point?</p> <p>Why is it important to explain direct quotations and embed them in context?</p>	<p>What an in-text citation is</p> <p>Elements of a paragraph</p>	<p>Students should be able to incorporate quotations as textual evidence</p> <ul style="list-style-type: none"> - Introduce - Embed in a sentence -Punctuate correctly - Cite correctly - Explain (connect to point) 			<p>CC. 1.4.9-10.T</p> <p>CC. 1.4.9-10.X</p>
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Assessment Unit 8 Elements of Poetry and Writing FCAs 1 day

Unit 9 Propaganda and Faulty Argument (approx. 8 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
PROPAGANDA (4 days)	<p>Logical argumentation is democratic while propaganda is manipulative.</p> <p>Propaganda preys on emotion and exploits insecurities.</p> <p>Propaganda reflects only certain truths while deflecting and distorting others.</p> <p>Propaganda can be</p>	<p>How does a propagandist use techniques to advance his or her agenda?</p> <p>Why does propaganda have a negative connotation?</p> <p>In what ways is propaganda biased?</p>	<p>Students will know...</p> <p>The definitions for and examples of various propaganda techniques.</p>	<p>Students should be able to identify propaganda techniques.</p> <p>Students should be able to analyze the effects of propaganda techniques.</p> <p>Students should be able to analyze the subtext (what is implied) in propaganda.</p>	<p>PowerPoint</p> <p>Passages from <i>You Aren't as Smart as You Think You Are</i></p> <p>"Propaganda in commercials": activity</p> <p>"Propaganda in ads" activity</p> <p>"Creating Propaganda" group project</p>	<p>Propaganda</p> <p>Bias</p> <p>Name calling</p> <p>Glittering generalizations</p> <p>Loaded language</p> <p>Euphemisms</p> <p>Transfer</p> <p>Testimonial</p> <p>Argument from authority</p> <p>Ad Hominem fallacy</p> <p>Plain folks appeal</p> <p>Band wagon appeal</p> <p>Emotional appeal</p> <p>Appeal to fear</p>	<p>CC.1.2.9-10.B</p> <p>CC.1.2.9-10.D</p> <p>CC. 1.2.9-10.E</p> <p>CC.1.2.9-10.H</p> <p>L.N.1.3.1</p> <p>L.N. 2.1.1</p> <p>L.N.2.1.2</p> <p>L.N.1.1.3</p>

	used for positive or negative ends.			Students should be able to create propaganda to achieve desired effects.		Snob appeal Sex appeal Something for nothing Urgency Repetition Exaggeration/hyperbole Scientific approach	
FAULTY ARGUMENT (3 days)	In faulty arguments, the premises of an argument do not facilitate its conclusion.	What constitutes a valid argument? What are characteristics of a faulty argument?	Students will know... The definitions for and examples of various faulty arguments.	Students should be able to identify faulty arguments and differentiate between types of faulty arguments. Students should be able to use examples of faulty argument (to demonstrate understanding).	PowerPoint Passages from <i>You Aren't as Smart as You Think You Are</i> "Creating Propaganda" group project	Valid argument Invalid argument Non-sequitor Sweeping generalization Card stacking Red Herring Circular reasoning Either/or fallacy Straw man Slippery Slope	CC.1.2.9-10.B CC.1.2.9-10.D CC. 1.2.9-10.E CC.1.2.9-10.H L.N.1.3.1 L.N. 2.1.1 L.N.2.1.2 L.N.1.1.3

Assessment Unit 9 Propaganda and Faulty Arguments 1 day

Unit 10 Shakespearean Tragedy (*The Tragedy of Julius Caesar*) (approx. 20 days)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE <i>The Tragedy of Julius Caesar</i> (19 days)	History and literature are inextricably linked. History and literature are comprised of a sequence of cause	How can literature reflect and affect history? What motivates a character's behavior?	Students will know... The characteristics of a tragic hero	Students should be able to read, comprehend, and interpret a Shakespearean tragedy Students should be	<i>The Tragedy of Julius Caesar</i> (in textbook) "Farcebook" Activity "Caesar Comic"	Roman Monarchy Roman Republic Roman Dictator Plebeians Tragedy Tragic hero Tragic flaw	CC.1.3.9-10.H L.F.2.4 L.F.2.4.1 L.F.2.5.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.1.1

	<p>and effect relationships.</p> <p>Historical fiction reflects a relative and biased view of real events.</p> <p>A character's actions are motivated by external forces.</p> <p>One's perception of an action or event is relative; reality is perceived differently by different people/characters.</p>	In what ways is historical fiction biased?	<p>the characteristics of each act of a tragedy</p> <p>the characteristics of a Roman monarchy, republic, and empire</p> <p>relevant historical context</p>	<p>able to summarize plot events and identify essential details</p> <p>Students should be able to analyze cause and effect relationships</p> <p>Students should be able to analyze character motivation</p> <p>Students should be able to analyze the point of view of different characters</p> <p>Students should be able to analyze the significance of quotations in the development of plot, characterization, point of view, theme, irony, and author's purpose.</p>	activity	Catharsis	
<p>WRITING</p> <p>FCAs</p> <p>Using relevant textual detail as evidence to support a central claim</p> <p>(on exam)</p>	<p>A topic sentence conveys the central idea or claim of a portion of writing.</p> <p>Effective writing is well supported with specific textual evidence.</p>	<p>What is the purpose for a topic sentence?</p> <p>What is the difference between a specific, supportive example and a vague example?</p>	<p>Students will know...</p> <p>The purpose for a topic sentence</p> <p>Elements of a paragraph</p>	<p>Students should be able to support a clear central claim (topic sentence) using relevant textual justification</p>	<p>Constructed response (on <i>The Tragedy of Julius Caesar</i> exam)</p>	N/A	<p>CC. 1.4.9-10.A</p> <p>CC. 1.4.9-10.B</p> <p>CC. 1.4.9-10.C</p> <p>CC. 1.4.9-10.D</p> <p>CC. 1.4.9-10.E</p> <p>CC. 1.4.9-10.S</p> <p>CC. 1.4.9-10.X</p>

Assessment Unit 10 The Tragedy of Julius Caesar (plot, characterization, point of view, themes, irony, and author's purpose] and writing FCAs) 1 day							