

# English 12 Curriculum

## Unit 1 Goal Setting/Assessing Your Skills

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
20 days  Speaking	Confidence is necessary when completing a goal  Public speaking is a way to communicate	What are ways of building confidence?  What are the parts of a speech?	Students will know how to...  organize their thoughts  Stand in front of the class and present  Speak and pronounce clearly Give eye contact Be poised	Students should be able to break down the vocabulary presented  Students should be able to define each and understand its purpose	CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F	Content Organization Notes Friendliness Impression Dedication Empathy Common ground Newness conviction enthusiasm	Self-confidence activities  Using the right amount of notecards  Practice and discuss Correct use of nonverbal mannerisms  Effective use of time Teacher generated materials
		What are the different types of speaking?	Students will know how to...  organize their thoughts  Stand in front of the class and present  Speak and pronounce clearly Give eye contact Be poised	Students should be able to prepare to give a 30 second "quote" or "comment"	CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F	Impromptu Extemporaneous Conversational quality foreshadowing justification compelling insight topic-specific label analysis zinger	give a current topic and prepare a speech on topic  Teacher generated materials.
		What is the difference between Informal vs. formal speaking?	Students will know how to...	Students should be able to prepare to give a 30 second	CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D		

			organize their thoughts  Stand in front of the class and present	“quote” or “comment”	CC.1.5.11-12E CC.1.5.11-12.F		
Writing	Similarities and difference exist between literary pieces.  Archetypes are present in all cultures  Examples from the text support literacy pieces  Vocabulary choices affect tone	What characteristics make an everyday hero?  What steps make up the writing process?  How can a quote support the thesis/topic sentence?	Students will know how to  Use a graphic organizer  Create lists character similarities/differences  Create a rough draft	Students should be able to prepare to write an essay following the prompt	CC.1.4.11-12.A C.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K	Topic Sentence Transition words Conclusion  Review: Transitions word packet	Compare/Contrast essay on heroes and achieving goals
Writing	Purpose, topic, and audience guide types of writing.  Letters have different formats	Why do people write letters?  What are the components of a friendly letter- Introduction, supporting details, and conclusion?  What information is included to parents? 3 (goals to set for senior year)	Students will know how to  Set short and long term goals  Write a friendly letter  Write clearly, correctly With transition words and “instead of words” replacing words to avoid  Students will know how to	Students should be able to re-state prompt when writing a response.	CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K	Topic Sentence Transition words Conclusion  Review: Transitions word packet Words to avoid list	Writing FCA: Restate prompt in writing, use topic sentence/introduction use transition words, include conclusion  Setting short and long term goals  worksheets: -graphic organizers
Literature	the English Language has changed over time.  Heroes are a part of		Recognize differences in literary genres  Recognize different components to poetry	Students should be able to determine based on a list of characteristics		Topic Sentence Transition words Conclusion	Articles on Everyday heroes  Activity on etymology or

Grammar	<p>every culture</p> <p>A story can be told from multiple points of view</p> <p>Literary genres use specific literary techniques</p> <p>Write using correct grammar</p>	<p>What makes a complete sentence?</p> <p>What is the purpose of a topic/thesis sentence?</p> <p>What are the rules of capitalization?</p> <p>How can a quote support the thesis/topic sentence?</p>	<p>Students will know how to</p> <p>Recognize fragment vs. complete sentence</p> <p>Create and support a paragraph</p> <p>Capitalize and punctuate</p> <p>Commas/semi-colon Including combining sentences</p> <p>Find quotes in a work of literature</p>	<p>whether a character is a hero.</p> <p>Students should be able to compare two works of literature</p> <p>Students should be able to write a complete sentence</p> <p>Students should be able to write a paragraph with topic sentence, supporting details, and conclusion</p> <p>Capitalize and punctuate correctly</p> <p>Students should be able to use commas/semi-colons correctly</p> <p>Students should be able to utilize quotes in a work of literature punctuate and cite correctly and link to a major point</p>	<p>CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.L CC.1.4.11-12.R</p>	<p>Review: Transitions word packet Words to avoid list</p> <p>Etymology Point of view Epic hero archetype</p> <p>fragments complete sentences capitalization punctuation quotes commas/semicolons</p>	<p>living language warm-up</p> <p>Beowulf</p> <p>Epic of Gilgamesh</p> <p>Le Morte d'Arthur</p> <p>Teacher generated materials</p> <p>Mini-lesson</p>

Review Unit 1 Goal Setting/Assessing Your Skills

Assessment Unit 1 Goal Setting/Assessing Your Skills

**Unit 2 Organization/Societal Groups**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
13 days  Speaking	Public speaking can effectively convey a literary work.	What are 5 key points to oral communication?  What are important facts to share?	<i>Students will know how to...</i>  Share will present ideas to a writing activity completed  understand and develop the components to a descriptive paragraph	Students should be able to work together in pairs/small group  Students should be able to share ideas and decide what is pertinent information to share  Students should be able to brief in presentation-give an overview	CC.1.5.11-12.A CC.1.5.11-12.C CC.1.5.11-12.E	Clear Concise Complete Correct Concrete Connect	Present an example of a descriptive paragraph
Writing Research	Information to expand or gain knowledge can be acquired from a variety of sources	How do we determine a source is credible and reliable?  How can using the research process promote lifelong learning?  What are the components of an MLA format research paper?  Why is it important to establish planners/calendars (phone or written) to meet deadlines	understand and develop the components to a descriptive paragraph  write a descriptive essay cover page table of contents mission statement/letter resume revise from last year	Essay writing  Students should be able to multiple paragraph writing related to class readings and plays  Students should be able to write a 3 point thesis	CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.A	FCA's Transition words Sensory details Pronoun consistency Topic sentences Organize multi-paragraph essay Thesis statements Tense Words to avoid	Establish the foundations for senior project  Save all templates to refer to, update, and adjust.

Literature	<p>The English Language has changed over time</p> <p>Irony effects tones Fiction can be used to criticize</p> <p>Society is made up of different groups</p>	<p>Identify the differences between the Old and Middle English.</p> <p>What social groups exist in society?</p> <p>What are stereotypes that exist today in society?</p>	<p>Determine point of view</p> <p>Analyze words and phrases</p> <p>Recognize tone in writing</p> <p>Recognize author's choice of text, structure, and order of events</p>	<p>Students should be able to recognize irony and how this literary term fits in with societal norms.</p> <p>Students should be able to identify tone, mood, character description is used in literature.</p>	<p>CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J</p> <p>E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E.08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5</p>	<p>Irony Tone Voice Mood Character</p>	<p>Everyman</p> <p>Allegory</p> <p>Miracle and morality plays</p> <p>Mean Girls</p> <p>The Breakfast Club</p> <p>Nonfiction: excerpt from drama textbook on renaissance drama</p>
grammar	<p>Write and speak using correct grammar</p>	<p>What are the different types of pronouns?</p> <p>What are the rules for pronouns?</p> <p>What importance does using pronouns consistency (you/you, their/they, one/she) have</p>	<p>Review pronouns</p> <p>Write following correct pronoun usage</p>	<p>Students should be able to practice pronoun consistency</p>	<p>CC.1.4.11-12.F</p> <p>CC.1.4.11-12.G.</p> <p>CC.1.4.11-12.L</p> <p>CC.1.4-11-12.R</p>	<p>You/you Their/they One/she have</p>	<p>Teacher generated materials</p>
<b>Review Unit 2 Organization/Societal Groups</b>							
<b>Assessment Unit 2 Organization/Societal Groups</b>							
<b>Unit 3 Filling out Forms/Ambition</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Standards/ Eligible Content</b>	<b>Vocabulary</b>	<b>Lessons/ Activities/ Suggested Resources</b>

<p><b>44</b> <b>days</b> Speaking</p>	<p>The English language has changed over time</p> <p>Genres of literature have different characteristics</p> <p>A tragedy has characteristics that define it</p> <p>Ambition can be a good/bad thing</p>	<p>What makes a piece of writing a tragedy?</p> <p>What characteristics define a tragic hero?</p> <p>What is a tragic flaw?</p> <p>What type of poetry was popular during the Renaissance?</p> <p>How do you represent the qualities of Macbeth on stage?</p>	<p>Students will know how to...</p> <p>Identify the elements of a tragedy</p> <p>Establish whether a character is a tragic hero based on a list of characteristics</p> <p>alter the characters they will represent to fulfill a different time period.</p> <p>Establish the character in a different time period.</p>	<p>Students should be able to choose a scene from Macbeth</p> <p>Students should be able to choose a time period</p> <p>Students should be able to depict a scene in a creative twist to the play</p>	<p>CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F</p>	<p>Macbeth Lady Macbeth Banquo 3 Witches</p> <p>Setting Plot Light vs. dark Sleep vs. lack of Foreshadowing</p>	<p>Create a “caveman” Macbeth</p> <p>Acting out scenes from Macbeth in a different time period</p>
<p>Writing</p>	<p>Purpose, topic, and audience guide types of writing</p> <p>There are different types of writing</p> <p>Comprehension requires and enhances critical thinking and is constructed through the intentional interactions between reader and text.</p>	<p>How does Macbeth present the qualities of a tragic hero?</p> <p>What qualities does Shakespeare use to appeal to our sympathy and emotions?</p>	<p>List and categorize the qualities and flaws of a tragic hero</p> <p>Analyze the main character of Macbeth establishing concrete details and quotes in the novel.</p>	<p>Students should be able to write a 1 page informative essay explaining concepts and ideas gathered from Macbeth</p>	<p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C</p>	<p>Tragic hero</p> <p>Pros and cons to ambition</p> <p>Power</p> <p>Control</p>	<p>Rhetorical Analysis Macbeth essay</p>
<p>Writing</p>	<p>The Senior Project has several deadlines involving writing.</p>	<p>How does understanding the components to writing a</p> <p>Business letter Projection of goals/ Job description</p>	<p>Students will know how to...</p> <p>Use descriptive adjectives</p> <p>Write in a clear,</p>	<p>Students should be able to create and update a class journal.</p> <p>Students should be able to write a</p>	<p>CC.1.4.11-12.F CC.1.4.11-12.U CC.1.4.11-12.V CC.1.4.11-12.W CC.1.4.11-12.X</p>	<p>Use of descriptive adjectives</p> <p>Business letter format</p> <p>Realistic projection</p>	<p>Memo Writing</p> <p>Business letter</p> <p>Projection of Future Plans</p> <p>Job Description</p>

Literature		<p>Career interview/job shadow</p> <p>Help communicate, persuade, and present yourself with qualities</p> <p>What constitutes a tragic hero?</p> <p>How does a character possess both good and evil qualities?</p>	<p>concise manner</p> <p>With thorough use of transition words and words to avoid</p> <p>Literary terms that connect to Macbeth</p> <p>Conflicts/resolutions</p> <p>Character development</p> <p>Worksheets that coincide with each act</p>	<p>report on a given topic to cover local news.</p> <p>Students should be able to write a review of a film, book, or documentary of your choice.</p> <p>Students will be able to discuss literary terms, conflict/resolution development of main characters Macbeth; Lady Macbeth</p> <p>Author's purpose</p> <p>Vocabulary development</p>	<p>CC.1.3.11-12.D</p> <p>CC.1.3.11-12.E</p> <p>CC.1.3.11-12.F</p> <p>CC.1.3.11-12.G</p> <p>CC.1.3.11-12.K</p>	<p>of future 1 year-5 years-10 years</p> <p>Active Voice</p> <p>Asking Detailed questions</p> <p>Interview in person vs. phone</p>	<p>Career Interview/ Job shadow.</p> <p>Macbeth</p> <p>Notes</p> <p>Lesson plans</p> <p>Activities</p> <p>Quotes</p> <p>Worksheets</p> <p>Quizzes /Exam</p>
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### Review Unit 3 Filling out Forms/Ambition

### Assessment Unit 3 Filling out Forms/Ambition

### Unit 4 Author's Purpose

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
18	Public speaking is a way to	What is needed to identify with an	Students will know how to...	Students will be able to choose a	CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.G	Persuasive Supportive a Uncommitted a	10 characteristic of professional persuaders

<p>days</p> <p>Speaking</p>	<p>communicate.</p>	<p>audience?</p> <p>What is persuasive thinking</p> <p>What does it take to appeal to an audience</p>	<p>describe the four types of audiences</p> <p>Understand the primary purpose of connecting with an audience</p> <p>Tools needed to win an audience and compromise</p>	<p>topic for a persuasive essay</p> <p>Homeless</p> <p>Cruelty to animals</p> <p>Abused children</p> <p>Senior citizens</p> <p>Gun control</p> <p>Victims of crime</p> <p>Speech book p. 365</p>		<p>Indifferent a</p> <p>Captive a</p> <p>Opposed a</p> <p>Goodwill</p> <p>Integrity</p> <p>Reputation</p> <p>Sincerity</p>	<p>Speech p. 374</p> <p>Non-fiction article: Kennedy/Nixon debate article speech p. 372</p> <p>Persuasive speech on topic w/rubric</p>
<p>Writing</p>	<p>Purpose, topic and audience guide types of writing.</p>	<p>What is the purpose of propaganda?</p> <p>How are public service announcements important to society?</p> <p>What is the meaning of satire?</p>	<p>Students will know how to...</p> <p>write a public service announcement</p> <p>Review and discuss different forms of propaganda</p>	<p>Students will be able to create a public service announcement -brainstorm ideas for assignment</p>	<p>CC.1.4.11-12.F</p> <p>CC.1.4.11-12.G</p> <p>CC.1.4.11-12.H</p> <p>CC.1.4.11-12.I</p>	<p>Satire</p> <p>Propaganda</p> <p>Public service announcements</p>	<p>The Onion</p> <p>Propaganda notes and worksheets</p> <p>Public Service Announcement assignment/activity</p>
<p>Literature</p>	<p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p>	<p>How do literary terms add to communication?</p> <p>What is the meaning of satire?</p>	<p>Students will know how to... apply understanding of literary terms.</p> <p>identify examples of literary terms in a passage. Identify adjectives and modifiers</p>	<p>Students will be able to apply understanding of literary terms in a variety of examples.</p>	<p>CC.1.2.11-12.F</p> <p>CC.1.2.11-12.G</p> <p>CC.1.3.11-12.D</p> <p>CC.1.3.11-12.K</p>	<p>Satire</p> <p>Irony</p> <p>hyperbole</p> <p>personification</p> <p>metaphor</p> <p>simile</p> <p>figure of speech</p> <p>mood</p> <p>setting</p> <p>tone</p> <p>plot</p> <p>symbol</p> <p>Irony (three types)</p>	<p>Literary Terms handout</p> <p>suggested reading</p> <p>Epigrams p. 540</p> <p>An Essay on Man p. 542</p> <p>The Raven and The Fox p.546</p> <p>Suggested activities</p> <p>Job Hunt</p> <p>Money and Credit</p> <p>Application for Employment</p> <p>Packing for vacation</p> <p>Planning a party</p> <p>Order form</p> <p>Abbreviations on forms</p>



Grammar	Write and speak using correct grammar.	<p>How are adjectives used as modifiers?</p> <p>How do you correctly punctuate multiple adjectives?</p> <p>How do you eliminate words that should be avoided from writing?</p> <p>How are adjectives used to set the mood</p>	<p>Identify setting and mood using adjectives</p> <p>Replacement of words to avoid</p>	Students will be able to recognize and apply the use of adjectives as a part of speech and as a modifier	<p>CC.1.2.11-12.F</p> <p>CC.1.2.11-12.J</p> <p>CC.1.3.11-12.F</p> <p>CC.1.3.11-12.J</p> <p>CC.1.3.11-12.k</p> <p>CC.1.5.11-12.B</p>		<p>Filling out forms</p> <p>Loan applications</p> <p>Everyday Writing Workbook</p> <p>Teacher made materials</p> <p>Quizzes/tests</p> <p>Notes</p> <p>Grammar practice</p>
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### Review Unit 4 Author's Purpose

### Assessment Unit 4 Author's Purpose

## Unit 5 - Research

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Suggested Resources
24-28 days Writing	The purpose, topic and audience guide types of writing.	How can an author reflect on his work through writing	<p>Students will know how to...</p> <p>write effective, concise, and detailed paragraphs (3 days-rough draft)</p> <p>Check paragraphs and 1 day to make</p>	<p>Students will be able to write paragraphs with correct punctuation, capitalization, grammar conventions,</p> <p>Students will be able to use of</p>	<p>CC.1.4.11-12.A</p> <p>CC.1.4.11-12.B</p> <p>CC.1.4.11-12.C</p> <p>CC.1.4.11-12.D</p> <p>CC.1.4.11-12.E</p> <p>CC.1.4.11-12.F</p>	Use descriptive adjectives that reflect the meaning behind the subject	Reflections on student work

			<p>corrections-error free to earn grade</p> <p>Follow the format for paragraph writing Indent; double space; descriptive words; include components specific to the core academic area</p>	<p>transition words</p> <p>Students will be able to substitute words to replace words to avoid</p> <p>Students will be able to type in class to complete each of six reflection paragraphs</p>			
Research Paper	Writing research provides a necessary learning tool in conveying information	<p>How does researching material establish the foundation of your paper</p> <p>How does the thesis drive the paper?</p> <p>How does MLA format shape the paper?</p> <p>How does notecards assist in the organization of the paper?</p> <p>How do charitable organizations make a difference in society and the well being of people?</p>	<p>Students will know how to...</p> <p>choose a topic that is both informative and academic</p> <p>Write a 2-3 page paper</p> <p>Use 3 sources</p> <p>Create a thesis statement and introductory paragraph</p> <p>Use of notecards correctly</p> <p>Complete a works cited page correctly</p> <p>Discuss/review the components to a persuasive essay</p>	<p>Students will be able to complete 2 days of research time in the library</p> <p>Students will be able to complete 2 days of computer lab time</p> <p>Students will be able to type a works cited page</p> <p>Students will be able to follow MLA format</p> <p>Students will be able to use of any 3 sources (website, magazine, reference, pamphlet, book)</p>	<p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F</p>	<p>Thesis statement MLA format Note card usage Meeting deadlines Works Cited page Persuasive essay</p> <p>Use grammar correct conventions</p>	<p>Topic choices from a list of 20-25 generated from Charitable Organizations</p> <p>Topics are both academic and informative</p> <p>5 days for instruction on components to research paper</p> <p>5 days to write a persuasive letter to a peer regarding best charitable organization to donate to</p> <p>10 in class typing days</p>
<p align="center"><b>Review Unit 5 - Research</b></p>							
<p align="center"><b>Assessment Unit 5 - Research</b></p>							

## Unit 6 Novel Study

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
<b>36 days</b>  Literature	Information to gain or expand knowledge can be acquired through a variety of sources.  Students can explore and gain knowledge through a novel reading.	What is the purpose of a novel?  What is an inference?  How do you compare/contrast character traits?  How do you understand and utilize literary terms?  What is the author's purpose?  What tone is set in the novel ?	Students will know how to...  Understand character development  Discuss conflicts in a novel  Recognize literary terms  Read with fluency, comprehension, and vocabulary	Students will be able to have the opportunity to read aloud and listen to the novel.  Students will be able to compare/contrast character development throughout the novel.  Students will be able to identify the types of conflicts  Students will be able to understand how conflict motivates the novel.	CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K	Literary terms theme Plot Setting Conflict Resolution Rising action Climax Falling action Imagery Foreshadowing Tone Attitude Mood inference	Accordion journal activity  Journal dialogue activity between characters  "quote this" quotes taken from the novel  Map to identify novel travels of setting and plot Novel vocabulary Reading guides Author background notes on novel
Grammar	Subject-verb agreement is necessary for better speaking and writing.	Why is it important to use correct grammar conventions?	Students will know how to... Use active verbs Practice parallel structure Use appositives correctly Write using subject-verb agreement .	Students will be able to utilize appositives in writing to pop out nouns  Students will be able to subject-verb agreement in writing Parallel structure in writing	CC.1.4.11-12.K CC.1.3.11-12.L CC.1.3.11-12.N CC.1.3.11-12.Q CC.1.3.11-12..R	Active verbs Parallel structure Appositives Subject-verb agreement	Teacher generated materials
Writing		Why is it important to write a solid paragraph?	Write and utilize the correct components to a paragraph	Students will be able to write a two paragraph essay	CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C	Thesis Transition words Supporting details	Two paragraph essay assignment Character analysis

					CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F	adjectives	Compare/contrast Changes in character development throughout the novel
<b>Review Unit 6 Novel Study</b>							
<b>Assessment Unit 6 Novel Study</b>							
<b>Unit 7 – Short Story Writings</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Standards/ Eligible Content</b>	<b>Vocabulary</b>	<b>Lessons/ Suggested Resources</b>
<b>17 days</b>  Literature  Short Stories	Information to gain or expand knowledge can be acquired through a variety of sources.	What is the author's purpose?  What vocabulary coincides with the novel?	Students will know how to...  recognize literary elements and their impact on a short story  Interpret short stories while taking specific questions into account	Students will be able to identify flashback in a novel  Students will be able to identify foreshadowing in a novel  Students will be able to associate symbolism and relationship to the story	CC.1.3.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K	Flashback Symbolism Exposition Foreshadowing Theme Style Point of view Motivation Omniscient narrator Point of view Imagery symbolism mood simile point of view theme sensory details figurative language	Short Stories by a variety of authors.  Notes Quizzes/tests Socratic seminar History/background information on authors
Writing	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How does the literary terms imagery, symbolism, foreshadowing, and point of view impact a short story	Students will know how to...  analyze how specific literary terms are used in the selected short	Students will be able to write an essay that compares and contrasts two of the short stories and the usage of at least 2	CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.D CC.1.4.11-12.E	Outlining brainstorming mapping  Focus Organization Content	Rubric for essay writing  Teacher Generated Materials

			story readings	literary terms .		Style Conventions (ongoing components expected to follow when writing an essay)	
Grammar	Active voice and concision is necessary for speaking and writing	How does the use of active voice and concision make a difference in writing and speaking.	Students will know how to... decrease wordiness and find words that offer concise writing	Students will be able to identify and practice active voice.  Students will be able to complete practice work that focuses on concision.	CC.1.3.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K	Active Voice Wordiness/Concision	Teacher Generated Materials
Speaking	Sharing ideas through public speaking reinforce key speech elements	How does the use of speech and language expectations improve communication	Students will know how to...  Choose and interpret short stories  Choose and interpret prose and drama	Students will be able to analyze material with and understand its meaning  Students will be able to understand and identify the overall mood and feeling  Students will be able to interpret the speaker or voice in the story	CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G	Oral interpretation Anthology Theme Mood First person Third person Second person	Teacher Generated Materials  Speech expectations for presentation of a topic

### Review Unit 7 – Short Story Writings

### Assessment Unit 7 – Short Story Writings