

	<p>development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.</p> <p>The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.</p> <p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).</p> <p>Grammar:</p> <p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English.</p> <p>The student will edit for correct use of capitalization, including names of academic courses and proper adjectives.</p> <p>The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics.</p> <p>The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.</p> <p>The student will pre-write by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.</p>	<p>Reading:</p> <p>LA.910.1.6.1</p> <p>.1.6.3</p> <p>.1.6.7</p> <p>.1.7.1</p> <p>.1.7.2</p> <p>.1.7.3</p> <p>.1.7.4</p> <p>.1.7.5</p> <p>.1.7.6</p> <p>Grammar:</p> <p>LA.910.3.4.1</p> <p>.3.4.2</p> <p>.3.4.3</p> <p>.3.4.4</p> <p>.3.4.5</p>		
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Resources:

Plot/Setting: *The Pedestrian*, *What Happened During the Ice Storm*, *The Contents of a Dead Man's Pocket*, *The Leap*, *The Trip*
 Character: *Everyday Use*, *Where Have You Gone Charming Billy?* *Two Kinds*, *The First Seven Years*, from *The Kite Runner*
 Narrator/Voice: *The Storyteller*, *Housepainting*, *Evacuation Order No. 19*
 Symbolism/Irony: *Through the Tunnel*, *The Man in the Water*, *R.M.S. Titanic*, *A Fireman's Story*, *From a Lifeboat*

UNIT/ORGANIZING PRINCIPLE: Literature, Grammar		Pacing: Second Nine Weeks – Days 1-45		
Essential Question(s): How can reading about other people’s experiences enhance our understanding of the world around us? How do the elements of persuasion help to comprehend a person’s philosophy? How does grammar increase our understanding of writing and language?		Big Idea : Non Fiction, Predicates, Nouns with adjectives, mechanics		
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)*=honors emphasis
Short story, essays	<p>Literature:</p> <p>The student will use context clues to determine meanings of unfamiliar words.</p> <p>The student will identify advanced word/phrase relationships and their meanings.</p> <p>The student will determine the correct meaning of words with multiple meanings in context.</p> <p>The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text</p> <p>The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).</p> <p>The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance</p> <p>The student will analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).</p> <p>The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author’s development of</p>	<p>Literature:</p> <p>LA.910.2.1.1</p> <p>2.1.2</p> <p>.2.1.3</p> <p>.2.1.4</p> <p>.2.1.7</p> <p>.2.1.8</p> <p>.2.2.2</p> <p>.2.2.3</p> <p>.2.2.4</p> <p>Grammar:</p> <p>LA.910.3.4.1</p> <p>.3.4.2</p> <p>.3.4.3</p> <p>.3.4.4</p> <p>Writing:</p> <p>LA 910.3.1.1</p> <p>3.1.2</p> <p>3.1.3</p> <p>.3.2.1</p> <p>3.3.1</p> <p>3.3.2</p> <p>.4.1.1</p> <p>4.1.2</p>	<p>Pro/Con arguments analysis</p> <p>Informational text review</p> <p>Literary text identification</p> <p>Personal narrative</p> <p>Editorial analysis and writing</p> <p>Body of the essay</p> <p>Elaboration, revisions</p> <p>Logical sequencing</p> <p>Memoir, autobiographical persuasive ,research and informative study</p> <p>Analysis of biographical context, style, historical link, cultural link, style, point of view, author’s purpose,character</p> <p>Study of nouns and their adjectives</p> <p>Predicates</p> <p>Transitive/ intransitive verbs and when to use them</p>	<p>Pro/con</p> <p>*Memoir</p> <p>*Credibility evidence</p> <p>Intent</p> <p>Objective</p> <p>*Subjective</p> <p>Connotation</p> <p>Structure</p> <p>*Tone</p> <p>*Logic</p> <p>*Mood</p> <p>Summarizing</p> <p>Argument</p> <p>*Point of view</p> <p>Questioning</p> <p>*Generalization</p> <p>*Faulty reasoning</p> <p>*Fallacy</p> <p>*Stereotyping</p> <p>Name-calling</p> <p>Characterization-</p> <p>*subordinate, *static,</p> <p>*dynamic, flat,round</p> <p>*Analogy</p> <p>Idioms</p>

	<p>time and sequence through the use of complex literary devices such as foreshadowing and flashback.</p> <p>The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.</p> <p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).</p> <p>Grammar:</p> <p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English.</p> <p>The student will edit for correct use of capitalization, including names of academic courses and proper adjectives.</p> <p>The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics.</p> <p>The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.</p> <p>The student will pre-write by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.</p>	<p>Reading:</p> <p>LA.910.1.6.1</p> <p>.1.6.3</p> <p>.1.6.7</p> <p>.1.7.1</p> <p>.1.7.2</p> <p>1.7.3</p> <p>1.7.4</p> <p>1.7.5</p> <p>.1.7.6</p> <p>Grammar:</p> <p>LA.910.3.4.1</p> <p>.3.4.2</p> <p>.3.4.3</p> <p>.3.4.4</p> <p>.3.4.5</p>		
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Resources: There Comes a Time When People Get Tired, from Silent Spring, Kiss and Tell, Jackie Changed the Face of Sports, from Cesar's Way, Pack of Lies from the New York Times, Chinese Cinderella, Ender's Game, Life As We Knew It

UNIT/ORGANIZING PRINCIPLE: Literature, Grammar			Pacing: Third nine weeks days 1-45	
Essential Question(s): What are the characteristics of poetry? How does the writer use imagery to help the reader to understand abstract ideas? How does knowledge of grammar increase our understanding of writing and reading?			Big Idea : Fiction, Novel, Mechanics	
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)*= honors emphasis
Poetry, Essays, Novel	<p>Literature: The student will use context clues to determine meanings of unfamiliar words. The student will identify advanced word/phrase relationships and their meanings. The student will determine the correct meaning of words with multiple meanings in context. The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict). The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).</p>	<p>Literature: LA.910.2.1.1 2.1.2 .2.1.3 .2.1.4 .2.1.7 .2.1.8 .2.2.2 .2.2.3 .2.2.4 Grammar: LA.910.3.4.1 .3.4.2 .3.4.3 .3.4.4 Writing: LA 910.3.1.1 3.1.2</p>	<p>Identification of the kinds of poem. Identification of the rhyme Identification of mood Identification of sound Identification of structure Identification of graphic elements Analysis of philosophical context Analysis of style, tone, mood Analysis of historical context Research Body of an essay Citation of sources, attribution of Information Primary, secondary source usage Myths/legends study Novel analysis C/c of historical happenings Predicate Verb tenses and when to use them</p>	<p>*Allusion Internal rhyme, external rhyme,* forced rhyme couplet connotation, denotation, *Assonance, alliteration Personification, *mood, tone symbolism *concrete,* haiku,* diamond, *biographical poem Blank verse, free verse irony Metaphor-*extended, *controlling *meter *ode onomatopoeia lyric narrative *ballads *sonnet *epic Attribution, citation allegory</p>

	<p>The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.</p> <p>The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.</p> <p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).</p> <p>Grammar:</p> <p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English.</p> <p>The student will edit for correct use of capitalization, including names of academic courses and proper adjectives.</p> <p>The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics.</p> <p>The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.</p> <p>The student will pre-write by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.</p>	<p>3.1.3 .3.2.1 3.3.1 3.3.2 .4.1.1 4.1.2</p> <p>Reading:</p> <p>LA.910.1.6.1 .1.6.3 .1.6.7 .1.7.1 .1.7.2 1.7.3 1.7.4 1.7.5 .1.7.6</p> <p>Grammar:</p> <p>LA.910.3.4.1 .3.4.2 .3.4.3 .3.4.4 .3.4.5</p>		
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Resources: The Summer I was Sixteen, miss rosie, this morning, three Japanese tanka, Sea Fever, Ballad of the Landlord, The Flying Cat, We Real Cool, After Apple-Picking, Mowing, Stopping by Woods on a Snowy Evening, Life As We Knew It, Chinese Cinderella, Ender’s Game

UNIT/ORGANIZING PRINCIPLE: Literature, Grammar		Pacing: Fourth Nine Weeks – Days 1-45		
Essential Question(s): What are the distinguishing characteristics in the two most common modes of drama- comedy and tragedy? How do authors use drama to create a sense of empathy with the readers for the plight of the characters? How does knowledge of grammar increase our understanding of writing and reading?		Big Idea : Drama, Poetry, Mechanics		
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items) *=honors emphasis
Drama, Essay	<p>Literature: The student will use context clues to determine meanings of unfamiliar words. The student will identify advanced word/phrase relationships and their meanings. The student will determine the correct meaning of words with multiple meanings in context. The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict). The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance The student will analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery). The student will create a complex, multi-genre response to the reading of two or more literary works,</p>	<p>Literature: LA.910.2.1.1 2.1.2 .2.1.3 .2.1.4 .2.1.7 .2.1.8 .2.2.2 .2.2.3 .2.2.4 Grammar: LA.910.3.4.1 .3.4.2 .3.4.3 .3.4.4 Writing: LA 910.3.1.1 3.1.2 3.1.3</p>	<p>Study of poetry, drama, novel Study of the parts of a play, comedy and tragedy, the comic relief, the foil, the protagonist, the antagonist, the tragic character, conflicts in drama comedy and farce Analysis of universal themes, characters Research Historical context Phrases/Clauses infinitives, adjectives, adverb, appositive (essential,non-essential, noun, gerund, participial, preposition</p>	<p>*Aside *Soliloquy *Dramatic irony *Foreshadowing Comic relief Tragedy,comedy *Tragic character *Tragic flaw *Foil *Protagonist,* antagonist Conflict- internal, external *Theatre-in-the-round, *proscenium *Stage directions Mood Tone *Catastrophe *Crisis *Closure Paradox *Catharsis *Introduction-exposition, rising action-conflict, climax- complications,</p>

	<p>describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.</p> <p>The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.</p> <p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).</p> <p>Grammar:</p> <p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English.</p> <p>The student will edit for correct use of capitalization, including names of academic courses and proper adjectives.</p> <p>The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics.</p> <p>The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.</p> <p>The student will pre-write by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.</p>	<p>.3.2.1 3.3.1 3.3.2 .4.1.1 4.1.2</p> <p>Reading:</p> <p>LA.910.1.6.1</p> <p>.1.6.3 .1.6.7 .1.7.1 .1.7.2 1.7.3 1.7.4 1.7.5 .1.7.6</p> <p>Grammar:</p> <p>LA.910.3.4.1 .3.4.2 .3.4.3 .3.4.4 .34.5</p>	<p>falling action-, resolution *Scene design- set, props *Flash forward</p>
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Resources: The Tragedy of Julius Caesar, As You Like It, A Midsummer Night's Dream, On the Waterfront, Chinese Cinderella, Life As We Knew It, Ender's Game

UNIT/ORGANIZING PRINCIPLE: Novel			Pacing: First Nine Weeks – Days 1 to 5	
Essential Question(s):			<u>Big Idea :</u>	
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)

COURSE: 1001340

Content Area: English

Grade Level: 10

UNIT/ORGANIZING PRINCIPLE: Novel			Pacing: First Nine Weeks – Days 1 to 5	
			Essential Question(s):	<u>Big Idea :</u>
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)