

<b>UNIT/ORGANIZING PRINCIPLE: Literature, Grammar</b>			<b>Pacing: First Nine Weeks –Days 1-45</b>	
<b>Essential Question(s): How does an author’s use of literary elements enhance a story and its theme? How does the knowledge and understanding of grammar improve writing and reading skills?</b>			<b>Big Idea: Fiction, parts of speech, mechanics, usage</b>	
<b>Concepts/ Content</b>	<b>Learning Targets</b>	<b>Benchmarks</b>	<b>Essential Content &amp; Understanding</b>	<b>Key Terminology (bold print priority items)*=honors emphasis</b>
<b>Short story</b>	<p><u>Literature:</u> 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>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>Elements of a short story</p> <p>Simple and complex plot</p> <p>Tone and mood</p> <p>Flashback</p> <p>Point of view?</p> <p>Kinds of conflict?</p> <p>Identification of paradox, pun?</p> <p>Identify the different kinds of writing?</p> <p>Theme identification</p> <p>Recognition of diction, dialect</p>	<p><b>Plot/ Setting</b></p> <p>Simple plot/complex</p> <p>*Tone</p> <p>*Mood</p> <p>*Flashback</p> <p>* Chronological order</p> <p>*Spatial Order</p> <p>*Foreshadowing</p> <p><b>Character</b></p> <p>*Author’s purpose</p> <p>*Point of view</p> <p>Conflict</p> <p>Flashback</p> <p><b>Narrator/Voice</b></p> <p>*Tone</p> <p>*Mood</p> <p>Flashback</p> <p><b>Symbolism/Irony</b></p> <p>* Pun</p> <p>*Paradox</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 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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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, Grammar		
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)*=honors emphasis
Short story, essays	<p><b>Literature:</b> 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>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><b>Pro/Con arguments analysis</b></p> <p><b>Informational text review</b></p> <p><b>Literary text identification</b></p> <p><b>Memoir, autobiographical persuasive ,research and informative study</b></p> <p><b>Analysis of biographical context</b></p> <p><b>Analysis of style</b></p> <p><b>Analysis of Historical link</b></p> <p><b>Analysis of Cultural link</b></p> <p><b>Analysis of style</b></p> <p><b>Analysis of point of view</b></p> <p><b>Analysis of author’s purpose</b></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>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 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>4.1.2</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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COURSE: 100114

Content Area: English

Grade Level: 10

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*

<b>UNIT/ORGANIZING PRINCIPLE: Literature, Grammar</b>			<b>Pacing: Third nine weeks days 1-45</b>	
<b>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?</b>			<b>Big Idea : Fiction, Novel</b>	
<b>Concepts/ Content</b>	<b>Learning Targets</b>	<b>Benchmarks</b>	<b>Essential Content &amp; Understanding</b>	<b>Key Terminology (bold print priority items)*= honors emphasis</b>
Poetry	<p><u>Literature:</u> 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</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>Identification of the kinds of poem.</p> <p>Identification of the rhyme</p> <p>Identification of mood</p> <p>Identification of sound</p> <p>Identification of structure</p> <p>Identification of graphic elements</p> <p>Analysis of philosophical context</p> <p>Analysis of style, tone, mood</p> <p>Analysis of historical context</p>	<p><b>*Allusion</b></p> <p><b>Internal rhyme, external rhyme,* forced rhyme</b></p> <p>couplet</p> <p>connotation, denotation,</p> <p><b>*Assonance, alliteration</b></p> <p><b>Personification,</b></p> <p>*mood, tone</p> <p>symbolism</p> <p>*concrete,* haiku,* diamond,</p> <p>*biographical poem</p> <p>Blank verse, free verse</p> <p>irony</p> <p><b>Metaphor-*extended, *controlling</b></p> <p>*meter</p> <p>*ode</p> <p>onomatopoeia</p> <p>lyric</p> <p>narrative</p> <p>*ballads</p> <p>*sonnet</p> <p>*epic</p>

	<p>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 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</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</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 .3.4.5</p>		
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COURSE: 100114

Content Area: English

Grade Level: 10

	writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.			
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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		
<p><b>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?</b></p>		<p><b>Big Idea : Drama</b></p>		
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items) *=honors emphasis
Drama	<p><b>Literature:</b> 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,</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</p> <p>Grammar: LA.910.3.4.1 .3.4.2 .3.4.3 .3.4.4</p> <p>Writing: LA 910.3.1.1 3.1.2 3.1.3</p>	<p>Study of the parts of a play Study of comedy and tragedy Study of the comic relief, the foil, the protagonist, the antagonist, the tragic character Study of conflicts in drama Study of the types Study of comedy and farce Analysis of universal themes, characters</p>	<p>*Aside *Soliloquy *Dramatic irony *Foreshadowing Comic relief <b>Tragedy,comedy</b> *Tragic character *Tragic flaw *Foil *Protagonist,* antagonist <b>Conflict-</b> internal, external *Theatre-in-the-round, *proscenium *Stage directions Mood Tone *Catastrophe *Crisis *Closure Paradox *Catharsis <b>*Introduction-exposition, rising action-conflict, climax- complications,</b></p>

<p>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 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><b>falling action-, resolution</b> <b>*Scene design- set, props</b> <b>*Flash forward</b></p>
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COURSE: 100114

Content Area: English

Grade Level: 10

Resources: The Tragedy of Julius Caesar, As You Like It, A Midsummer Night's Dream, On the Waterfront

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

COURSE: 100114

Content Area: English

Grade Level: 10

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