

Sophomore English 500

Unit	Essential Questions	Standards	Assessments	Learning Activities	Resources & Technology
Name: Introduction Quarter: 1 Length (Days): 4-5	-Benchmark fluency and comprehension -Introduce MLA format		Formative: ReadLive, R-CBM, MAZE Summative:	Complete the R-CBM and MAZE Writing activity	Google Classroom -Aimsweb Read Live (all year)
Name: Apostrophe Unit Quarter: 1 Length (Days): 8	-Id 3 purposes of the apostrophe -Correctly use the apostrophe in writing	CCSS.ELA-LITERACY.L.9-10.2 CCSS.ELA-LITERACY.L.9-10.1	Formative: Daily assignments practicing apostrophe use Summative: Unit test	-Class notes -in class discussions -in class practice activities -formative assessments	All About the Apostrophe Teachers Pay Teachers -Basic English Text
Name: Fiction Unit Quarter: 1 & 2 Length (Days): 20	-To read and understand different types of fiction -to identify different genres of fiction: detective, science fiction, adventure stories, turning points, and folk tales -To identify literary elements in a story: plot, character, point of view, climax, rising action, suspense and falling action	CCSS.ELA-LITERACY.CCR A.R.2 CCSS.ELA-LITERACY.RL.9-10.5 CCSS: R 1, 2, 3, 4, 10 L 1, 2, 4, 6, W 3, 4, 5, 6	Formative: Story comprehension questions, plot charts Summative: Unit test	Reading of stories -Class discussion -Writing assignments -Story comprehension questions -Unit Test	World Literature Book -Read Live -Teacher made material
Name: The Lost Boy Quarter: 3 Length (Days): 25 days	-To improve reading skills -To relate personal experiences to thoughts and feelings of characters in fiction -Explain	CCSS.ELA-LITERACY.CCR A.R.3 CCSS.ELA-LITERACY.RL.9-10.3	Formative: Comprehension questions; vocabulary activities, writing assignments Summative: Test over novel; Movie	-in class readings -independent read (by self or using Learning Ally) -class discussions -writing activities	-The Lost Boy by Dave Pelzer -Teacher made material -Learning Ally

	<p>relationships between and among literary elements including character, plot, setting, theme, conflict and resolution, and their influence on the effectiveness of the novel.</p> <p>--Use questions and predictions to guide reading</p> <p>-Summarize and make generalizations of content</p>		<p>vs. book comparison essay</p>	<p>-vocabulary activities</p>	
<p>Night by Elie Weisel Quarter 4 Unit length:25 days</p>	<p>What is the Holocaust and why is it important to study it?</p> <p>2. What is a memoir?</p> <p>3. How can literature help us to understand the past, present, and future?</p> <p>4. How does extreme suffering affect someone's perception of the world?</p>	<p>CCSS.ELA-LITERACY.CCR A.R.1</p> <p>CCSS.ELA-LITERACY.RL.9 -10.2</p>	<p>Formative: Compose journal entries or reflective writings that will later become sources for personal narrative topics. Reading comprehension questions, free writes and prompts and vocab activities. Summative: Test, Essay comparing the Pianist and Night</p>	<p>in class readings</p> <p>-independent read (by self or using Learning Ally)</p> <p>-class discussions</p> <p>-writing activities</p> <p>-vocabulary activities</p>	<p>Night by Elie Weisel</p> <p>Vocab lists and activity worksheets</p> <p>Chapter question worksheets</p>