

ELA COLLEGE PREP AND COMPOSITION CURRICULUM

Course 50021

Students in the ELA College Prep and Composition class will read, comprehend, and respond to literary texts. In this class, students analyze texts making inferences, conclusions, and generalizations based on specific details from the text. Students will analyze the structure of a text and identify how structure supports the author's purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view, citing strong textual evidence for their statements. Various texts will be analyzed for how different authors handle similar topics in different ways and from different points of view. Students should have command of language conventions and to begin to read and communicate at a college and career level. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

ELA COLLEGE PREP AND COMPOSITION OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none"> • Read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. • Determine a theme or central idea of a text and analyze in detail its development over the course of the text. • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions. • Evaluate how an author's point of view or purpose shapes the content and style of a text. • Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. • Analyze how words and phrases shape meaning and tone in texts. 	<ul style="list-style-type: none"> • Determine a theme or central idea of a text and analyze in detail its development over the course of the text. • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. • Read and comprehend literary fiction on grade level, reading independently and proficiently. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. 	Summative Assessments Unit Assessments	2-year	Novel: <u>A Lesson Before Dying</u> Novel: <u>Fahrenheit 451</u> Novel: <u>The Great Gatsby</u> Various American Poems

ELA COLLEGE PREP AND COMPOSITION MAP:

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 <i>A Lesson Before Dying</i> By: Ernest Gaines (Marking Period 1 & 2)	<ul style="list-style-type: none"> Obligation vs. Commitment: To whom do we owe things, and why? Heroism and Sacrifice Racism and Education 	<p>Setting, mood, and tone complement to theme</p> <p>Allusions</p> <p>Effectiveness of first-person narration</p> <p>Social and racial stratification in 1940s Louisiana</p>	<ul style="list-style-type: none"> What does it mean to be human? What does it mean to be educated? Do we control the direction of our lives, or do forces outside of our control determine our destiny? 	<p>CC.1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D</p>	<ul style="list-style-type: none"> Recognize how setting, mood, and tone complement the themes of the novel Understand how biblical allusions resonate with the plot and characters in text Analyze how the social and racial stratification in 1940s Louisiana affects the lives of the characters Support all assertions and interpretations with direct evidence from text 	<p>Extra explanation</p> <p>Class discussion of Literary Analysis Discussion Questions</p>	<p>End of Unit Exam</p> <p>Reader Response</p> <p>Literary Analysis Discussion Questions</p> <p>Free Response AP Essay</p>

				Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.			
<p>Unit 2 <i>Fahrenheit 451</i> By: Ray Bradbury (Marking Period 2 & 3)</p>	<ul style="list-style-type: none"> • Censorship vs. self-censorship • Conformity vs. Individuality • Action vs. Inaction 	<p>Parable</p> <p>Allegory</p> <p>Symbolism</p> <p>Motif</p> <p>Epigram</p>	<ul style="list-style-type: none"> • How does this story affect individuals and society in the 21st century? • How do people engage in social protests? • What is the importance of literacy in society? 	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<ul style="list-style-type: none"> • Explain parable and allegory and how the text is related • Analyze the significance of fire, light, and related images to the text • Trace Montag's development as a dynamic character • Discuss the distinction between pleasure and happiness 	<p>Extra explanation</p> <p>Class discussion of Literary Analysis Discussion Questions</p>	<p>End of Unit Exam</p> <p>Reader Response</p> <p>Literary Analysis Discussion Questions</p> <p>Free Response AP Essay</p>
<p>Unit 3 <i>The Great Gatsby</i> By F. Scott Fitzgerald (Marking</p>	<ul style="list-style-type: none"> • Wealth and success: rags to riches The pursuit of the American Dream The Roaring 	<p>Themes and Motifs</p> <p>Point of View</p> <p>Internal and External Conflict</p>	<ul style="list-style-type: none"> • How is the American Dream relevant or irrelevant today? • To what extent does Gatsby's 	<p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> • Engage in practical textual analysis and critical thinking • Reflect on the class struggle of 	<p>Extra Explanation</p> <p>Class discussion of Literary Analysis discussion questions</p>	<p>End of Unit Exam</p> <p>Reader Response</p> <p>Literary Analysis Discussion</p>

Period 3 & 4)	Twenties.	Symbolism	<p>wealth, and all the luxuries that it provides, affect his ability to achieve what he desires? How do other characters' attitudes toward wealth affect what happens throughout the narrative? Can class status be changed?</p> <ul style="list-style-type: none"> • How does historical context of when a text was written, or the historical setting of the narrative affect current readers' interpretations? To what extent is Fitzgerald's message sustained or lost to present-day audiences? • How do Fitzgerald's descriptions of geography and setting influence our understanding of characters motivations and conflicts? • To what extent are characters disillusioned, or unsatisfied with their lives (e.g., their relationships, employment, social status, wealth, families, personal histories, etc.?) 	<p>CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	the early 20th century		<p>Questions</p> <p>Free Response AP Essay</p>
Unit 4 Great American Poems	<ul style="list-style-type: none"> • Understand and appreciate, discuss, interpret, and 	<p>Poetic structure</p> <p>Rhythm</p>	<ul style="list-style-type: none"> • Reader Response • Free Response AP Poem Analysis Essay 	<p>CC.1.2.11-12.l Analyze foundational U.S. and world documents of historical,</p>	<ul style="list-style-type: none"> • Reader Response • Free Response AP Poem Analysis Essay 	<p>Audio version of poems</p> <p>Extra Explanation</p>	<p>Reader Response</p> <p>Free Response AP Poem Analysis</p>

(Marking Period 4)	analyze a variety of poems	<p>Meter</p> <p>Scansion</p> <p>Rhyme Scheme</p>	<ul style="list-style-type: none"> • End of Unit Exam 	<p>political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<ul style="list-style-type: none"> • End of Unit Exam 	<p>Guided Notes</p> <p>Class discussion of Literary Analysis discussion questions</p>	<p>Essay</p> <p>End of Unit Exam</p>
Vocabulary Development (Marking Period 1-4)	<ul style="list-style-type: none"> • Provide students with skills/opportunities to learn words independently and nurture an appreciation of words and their use. 	<p>Contextual Analysis - infer or predict a word from context</p> <p>Morphemic Analysis - examine meaningful parts (prefixes, suffixes, roots, etc.)</p>	<ul style="list-style-type: none"> • How does understanding the meaning of words help students comprehend oral and written language? 	<p>CC.1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Vocabulary Quiz - matching word to definition & correct spelling of each word 	<p>Extra Explanation</p> <p>Modified tests with word bank</p> <p>Google Slides guided notes/fill in the blank</p>	<p>Vocabulary Quiz - matching word to definition & correct spelling of each word</p>