

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Short Stories	<ul style="list-style-type: none"> ● Can I define, describe, and identify literary devices while I read? ● Do I use appropriate textual support and provide subsequent analysis in my writing? ● Can I identify and describe a theme in a story and thoroughly analyze its development throughout the text? ● How do the characters in the short stories navigate personal and cultural conflicts or challenges? ● How do the themes and messages in the short stories relate to contemporary issues and concerns in our global society? ● How do the short stories challenge or reinforce stereotypes and assumptions about specific cultures or regions? ● How do the short 	CCSS: RL.9-10.1, RL.9-10.2 RL.9-10.4, RL.9-10.5 RL.9-10.6, L.9-10.1 L.9-10.5, RI.9-10.1 W.9-10.1, W.9-10.4 W.9-10.5, W.9-10.6 W.9-10.9	Formative: <ul style="list-style-type: none"> ● Homework to demonstrate understanding of in-class modeling. ● various writing prompts Summative: <ul style="list-style-type: none"> ● Quizzes 	<ul style="list-style-type: none"> ● Read various short stories by authors from around the world in textbooks. ● Take notes on various cultures from short stories. ● Each new skill/standard: ● model skill/standard on Smart Board (with student participation) ● students use model to complete formative assessment ● After receiving feedback/tutoring, students use model and formative assessment (including notes) to complete an individual summative assessment. 	<p><i>The Language of Literature</i>(McDougal Littell) textbook</p> <p>Internet and library resources (students research information and share their knowledge with the class via Google Classroom)</p> <p>Primary source documents</p> <p>Various teacher-created handouts</p> <p>Various articles found on the internet that pertain to the subject matter of the unit.</p>

	stories invite readers to consider their own cultural identity and perspectives in relation to the diverse narratives presented?				
Name: <i>Iqbal Or The Kite Runner</i> ; part of Common Core Unit 1	<ul style="list-style-type: none"> • Can I Analyze theme development over the course of a novel? • Can I analyze the development of a character over the course of a novel? • Can I analyze different sources in order to determine the validity of their arguments? • Can I create an argument? 	CCSS: RL.11-12.4, RL.11-12.6, L.11-12.3, SL.6, W.11-12, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, RI.9-10.1, RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10	<p>Formative:</p> <ul style="list-style-type: none"> • World lit. Notes • classroom discussion, • chapter quizzes • ½ page writing prompts <p>Summative:</p> <ul style="list-style-type: none"> • Summative test covering entire play (multiple choice, event sequencing, vocabulary, short answer and essay) • An essay that asks students to review and analyze characters from the play and discuss the deeper meaning of the characters and their involvement. 	<p>Read the novel out loud and take notes along with completely filling in a character chart and cultural notes. Extensive classroom discussion.</p> <p>Final test and essay to determine if standards have been met.</p> <p>*supplemental chapters added to replace some and allow for use of annotation to occur</p> <p>*nonfiction paired passages</p>	<p>Iqbal or Kite Runner</p> <p>Powerpoint Presentation to explain cultural elements</p> <p>Computers and library resources for additional research and assimilation of material</p> <p>How to write a summary</p> <p>How to write a compare and contrast paragraph</p> <p>How to write an evaluative paragraph</p>
Name: Grammar and Mechanics Quarter: 1, 2, 3, and 4	<ul style="list-style-type: none"> • Do I understand correct punctuation? • Can I find grammatical mistakes with sentence structure? • Can I identify a run-on sentence and 	CCSS: RL.11-12.4, RI.11-12.5, RI.11-12.8, RI.11-12.9, W.11-12.1, SL.11-12.4, L.11-12.1	<p>Formative:</p> <p>assignments posted on NoRedInk</p> <p>Summative:</p>	<ul style="list-style-type: none"> • students will log into NoRedInk to work on individualized grammar practice and have tailored lessons related to their skill set to improve their 	<p><i>The Language of Literature:</i></p> <p>Supplemental documents regarding grammatical concepts</p> <p>noredink.com</p>

	<p>understand how to fix it?</p> <ul style="list-style-type: none"> • Can I produce a sentence in a proper grammatical format? 		Grammatical aspects included in end of unit tests	understanding of structure	
<p>Name: Vocabulary Quarter: 1, 2, 3, and 4 Length (Days): * ongoing throughout the year</p>	<ul style="list-style-type: none"> • What is the value in developing an extensive vocabulary? • How can one improve reading comprehension when learning new material? 	<p>CCSS: L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6</p>	<p>Formative: vocabulary practice from the texts that we are reading in class.</p> <p>Summative: Quiz over vocabulary words at the completion of each unit.</p> <p>Vocabulary words included in end of unit tests</p>	<p>Students will learn prefixes, root words, and suffixes and learn to determine the meaning of a word in context. Students will learn the definition of a word as well as work with synonyms, antonyms, and analogies</p>	<p><i>The Language of Literature: American Literature</i></p> <p>Secondary sources such as articles that are read and annotated</p> <p>blooket.com vocabulary.com</p> <p>quizizz.com/ quizlet.com</p>
<p>Name: Things Fall Apart</p>	<p>* Identity: In what ways are human beings similar across cultures? In what ways does culture impact identity?</p> <p>*The Individual and Community: What is community? What holds it together? What tears it apart? What is the relationship between the individual and community? Why is maintaining balance in this relationship so important?</p> <p>*Culture and Colonialism: What is the impact of European colonialism on the</p>	<p>CCSS: L.9-10.4, RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, W.9-10.1, W.9-10.4, W.9-10.8, W.9-10.9, SL.9-10.4, SL.9-10.5, SL.9-10.6, RI.9-10.1, RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10</p>	<p>Formative: -homework to demonstrate understanding of in-class modeling (first student attempt at a certain skill/standard) -Some students may give more formative assessments as needed until I feel they have mastered the material enough to perform to the best of their ability on a summative assessment.</p> <p>Summative:</p>	<p>researching the history of african tribes</p> <p>analysis writing</p> <p>taking notes on characters and identifying cultural elements</p> <p>nonfiction paired passages</p>	<p>Secondary sources such as articles that are read and annotated</p> <p>Worksheets</p> <p>chromebooks</p>

	characters in the novel? On the people and cultures of Africa?		section reading quizzes vocabulary quizzes final test		
Name: Poetry/Song Analysis	identifying different literary devices within a poetic context being able to identify poetic devices from a poem	CCSS: L.9-10.5, L.9-10.6, RL.9-10.1, RL.9-10.5	Formative: song devices identification homework --homework to assess student ability to analyze poetic devices and their impact on poems -May be given more formative assessments as needed until I feel they have mastered the material enough to perform to the best of their ability on a summative assessment. checkpoints while working on the speech Summative: vocab quiz song speech	learning poetic devices (hyperbole, simile, ect) going through songs and identifying the devices with guided and unguided practice selecting a song and creating a speech that demonstrates how the device was identified as well as what the device does for the song as a whole	<i>quizlet</i> <i>approved song choice</i> <i>chromebooks</i>
Name: Anthem	* What is a individualist society * How to people conform to a collectivist society *What is collectivism? *What makes a text dystopian?	CCSS: RL.11-12.4, RI.11-12.5, RI.11-12.8, RI.11-12.9, W.11-12.1, SL.11-12.4, L.11-12.1	Formative: reading worksheets to incorporate key concepts form the literary text throughout the duration of the novel	individual copies of the book supplied by the Ayn Rand foundation for students to mark up and keep	<i>The Language of Literature</i> Worksheets/handouts essay contest

			Summative: reading quizzes to check for understanding final unit assessment		
Name: Lord of the Flies	<ul style="list-style-type: none"> • what does it mean to be civilized • What is the individual's responsibility to a community? • When is the restriction of freedoms acceptable? • Are humans innately good or evil? • how do order and chaos relate to one another 	CCSS:L.9.10.5, L.9-10.6, RI.9-10.2, RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, SL.9-10.1, W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9 W.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10	Formative: chapter reading assignments group collaborative discussions Summative: reading quizzes end of unit assessment socratic seminar	chromebooks to take notes during group discussions smart board digital notebook nonfiction paired passages	
Name: Julius Caesar	<ul style="list-style-type: none"> * How does history repeat itself and provide commentary on the human condition? *What makes a leader? *How is drama different from other literary forms? 	CCSS: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.9, RL.9-10.10, W.9-10.2, W.9-10.9, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.5, L.9-10.6, RI.9-10.1, RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10	Formative: reading aloud in class/performing for a character questions focusing on the acts Summative: unit quizzes to check for reading understanding end of unit test	videos about ancient Rome and exploration of the different time periods Shakespeare's life and times nonfiction paired passages	Julius Caesar copy in textbook playerpart.com
Name: College Compare/Contrast presentation	<ul style="list-style-type: none"> * What future career fits your personality? What colleges/universities or 	CCSS: RL. 9-10.1, RI.9-10. 1-5, 8-10, W.9-10.1-10, SL.9-10.2, 4-6, RI.9-10.1,	Formative: notecard research check in	guided research do's and don'ts of presentations	google slides schoollinks.com

	trades, relate to what you are interested in doing?	RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10	how to research group discussion Summative: presentation of		bls.gov
Other units that may be supplemented depending upon time and student understanding					
Name: A Midsummer Night's Dream	*How do emotions drive our lives and make us vulnerable? *How can we tell who our true selves are? *What makes someone a friend/ an enemy and how close of a line is there between the two? *What are the different types of love that exist between individuals? How can we understand the differences between them? (friendship, platonic, romantic)	CCSS: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.9, RL.9-10.10, W.9-10.2, W.9-10.9, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.5, L.9-10.6, RI.9-10.1, RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10	Formative: reading aloud in class/performing for a character questions focusing on the acts Summative: unit quizzes to check for reading understanding end of unit test	Shakespeare's life and times EdPuzzle/youtube videos for use of supporting materials clips from a play production of the play nonfiction paired passages	Copy of "A Midsummer Night's Dream" playerpart.com teacher created worksheets and webquests group presentation
Name: Patron Saints of Nothing	*What is the central theme of the novel? *How does the protagonist's identity and cultural background shape their understanding of the story? *How does the author explore concepts of justice and truth? *How does the setting of the Philippines impact the characters and their experiences?	CCSS: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.6, RL.9-10.9, W.9-10.2, W.9-10.9, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.5, L.9-10.6, RI.9-10.1, RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10	Formative: teacher created worksheets reading comprehension checks in class discussions Summative: reading quizzes final unit test summative project	edpuzzle articles about the Philippines to help build understanding of the culture country research to build on student understanding nonfiction paired passages	copies of the novel <i>Patron Saints of Nothing</i> teacher created worksheets noredink.com

	*How does the author use literary techniques to convey emotions and enhance the reader's experience?				
Name: Short Stories	<p>*What universal human experiences are explored in the short stories, and how do they transcend cultural boundaries?</p> <p>*How does the author use literary techniques such as symbolism, imagery, and foreshadowing to enhance the meaning and impact of the stories?</p> <p>*How do the short stories reflect the historical, social, or political contexts in which they were written?</p> <p>*How do different authors from various countries and cultures approach storytelling and narrative techniques in their short stories?</p> <p>*What role does language and translation play in the interpretation and understanding of world literature short stories?</p>	<p>CCSS: RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.9, RL.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10., L.9-10.5, L.9-10.6, L.9-10., R.9-10.5, R.9-10.6, R.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10., RI.9-10.3, RI.9-10.6, RI.9-10.9, RI.9-10.10</p>	<p>Formative: comprehension check questions understanding of thematic concepts in the text worksheets writing assignments Summative: reading quiz unit test unit final project</p>	<p>copies of short stories from around the world incorporating a variety of authors from various backgrounds</p>	<p>teacher created worksheets selected supporting materials for vocabulary retention text variety</p>

Unit order and completion subject to change