

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Vocabulary Quarter: 1, 2, 3, and 4 Length (Days): * ongoing throughout the year	<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? 	CCSS: L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6	<p>Formative: weekly warm ups using vocabulary from the texts that we are reading in class.</p> <p>Summative: Quiz over vocabulary words at the completion of each unit.</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><i>Teacher Created Digital notebook</i></p> <p>Secondary sources such as articles that are read and annotated</p> <p>vocabulary.com</p>
Name: How to Read Literature Like a Professor	<ul style="list-style-type: none"> Why is it useful for readers to recognize broad patterns in literature? Why is it impossible to "write in a vacuum"? How can almost all literature be about only one story? 	CCSS: RL.11-12.1-10, RL.11-12.9, RI.11-12.1-10, W.11-12.2, SL.11-12.1, L.11-12.3	<p>Formative: worksheets in class discussions over text timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<ul style="list-style-type: none"> note taking skills-using cornell notes to reinforce central ideas of the base text Working in groups creating a poster to demonstrate understanding of knowledge using technology to create understanding 	<p><i>Teacher Created Digital notebook</i></p> <p>Internet and library resources (students research information and share their knowledge with the class via presentations)</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>
Name: <i>Short Stories</i> Unit 1	<ul style="list-style-type: none"> Can I describe textual details and what they reveal about a character? identify and describe specific textual details and what they reveal about a setting Identify and describe how plateaus orders events in a narrative 	CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10	<p>Formative: worksheets in class discussions over text timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p>	<ul style="list-style-type: none"> reading short stories to build up comprehension and understanding of basics working in groups annotating text writing reflectively Building comprehension skills 	<p><i>Teacher Created Digital notebook</i></p> <p>Computers and library resources for additional research and assimilation of material</p> <p>How to write a literary analysis</p>

	<ul style="list-style-type: none"> explain the function of a particular sequence of events in a plot identify and describe the narrator of a text identify and explain the function of point of view develop a paragraph that includes a claim with evidence 		quizzes	<p>through use of time to writing</p> <ul style="list-style-type: none"> multiple choice practice 	
Name: Poetry Unit 2	<ul style="list-style-type: none"> identify and describe what specific textual details reveal about a character explain the function of structure explain the function of contrast explain the function of specific words and phrases identify and explain the function of a simile and metaphor develop a paragraph that includes a claim and evidence 	CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10	<p>Formative: worksheets in class discussions over text timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<ul style="list-style-type: none"> reading poetry to build up comprehension and understanding of basics working in groups annotating text writing reflectively Building comprehension skills through use of time to writing multiple choice practice 	<p><i>Teacher Created Digital notebook</i></p> <p>Works of art relevant to period</p> <p>Articles that pertain to the text</p>
Name: Longer Prose Unit 3 Catcher in the Rye*	<ul style="list-style-type: none"> Why is the novel written in stream-of-consciousness? Does Holden's "quest" end with any kind of self-knowledge? What is it about this novel that produces such widely different reactions? 	CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10	<p>Formative: worksheets in class discussions over text timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<ul style="list-style-type: none"> reflecting on various textual episodes working in groups using technology completing worksheets in class discussions reading relevant articles 	<p><i>Teacher Created Digital notebook</i></p> <p>Worksheets/handouts</p> <p>Tests</p> <p>Artwork copies</p>
Name: Short Stories II Unit 4 –	<ul style="list-style-type: none"> identify and describe textual details 	CCSS: RL.11-12.1-10, RI.11-12.1-10,	Formative: worksheets	<ul style="list-style-type: none"> reading short stories to build up comprehension and 	<i>Teacher Created Digital notebook</i>

	<ul style="list-style-type: none"> ● explain function of contrasting characters ● describe textual details in relationships with characters ● explain function of setting ● describe the relationship between a character and setting ● identify and describe plot orders in events ● explain the function of contrast ● identify and describe the narrator ● explain the function of point of view ● identify details or syntax revealing a character's perspective ● develop a thesis statement with a defensible claim ● the between commentary establishing relationship between evidence reason and thesis ● use relevant evidence to support line of reasoning ● demonstrate control over composition 	L.11-12.1-10, SL.1-10, W.11-12.1-10	<p>in class discussions over text</p> <p>timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<p>understanding of basics</p> <ul style="list-style-type: none"> ● working in groups ● annotating text ● writing reflectively ● Building comprehension skills through use of time to writing ● multiple choice practice 	<p>Worksheets</p> <p>Test</p> <p>Artwork copies</p>
Poetry II Unit 5	<ul style="list-style-type: none"> ● explain function of structure in a text ● distinguish between literal and figurative meaning 	CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10	<p>Formative: worksheets</p> <p>in class discussions over text</p> <p>timed writing prompts</p>	<ul style="list-style-type: none"> ● reading poetry to build up comprehension and understanding of basics 	<p><i>Teacher Created Digital notebook</i></p> <p>Worksheets</p>

	<ul style="list-style-type: none"> explain function of words and phrases identify and explain function of imagery, metaphor, personification, illusion develops Visa statement with defensible claim develop commentary explaining relationships between evidence and reasoning demonstrate control of composition 		<p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<ul style="list-style-type: none"> working in groups annotating text writing reflectively Building comprehension skills through use of time to writing multiple choice practice 	<p>related articles</p> <p>Test</p>
<p>Longer Prose II Unit 6</p> <p>Hamlet*</p>	<ul style="list-style-type: none"> How do humans deal with the conflicting elements within their personalities? (ie. good vs. evil) How powerful is family loyalty in inspiring people to action? Is justice an unattainable ideal in the real world? Can a lust for power lead to loss of humanity? Do revenge and vengeance provide satisfaction? 	<p>CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10</p>	<p>Formative: worksheets in class discussions over text timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<ul style="list-style-type: none"> reflecting on various textual episodes working in groups using technology completing worksheets in class discussions looking over. Artwork presenting characteristic details 	<p><i>Teacher Created Digital notebook</i></p> <p>Worksheets</p> <p>related articles</p> <p>Test</p>
<p>Short Stories III Unit 7</p>	<ul style="list-style-type: none"> explain the function of a character Theme static or dynamic 	<p>CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10</p>	<p>Formative: worksheets in class discussions over text</p>	<ul style="list-style-type: none"> reading short stories to build up comprehension and 	<p><i>Teacher Created Digital notebook</i></p> <p>Worksheets</p>

	<ul style="list-style-type: none"> describe sexual details in character relationships explain function of setting identify plot orders explain function of sequence of plot explained narrator reliability identify and explain the functions of symbol, imagery, simile, personification develop a thesis statement with commentary establishing relationships and sufficient evidence 		<p>timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<p>understanding of basics</p> <ul style="list-style-type: none"> working in groups annotating text writing reflectively Building comprehension skills through use of time to writing multiple choice practice 	<p>related articles</p> <p>Test</p>
Poetry III Unit 8	<ul style="list-style-type: none"> explain the function of structure, contrast, phrases, symbol, metaphor, illusion develop a thesis statement conveying a defensible claim, establish relationships between textual evidence, develop a line of reasoning, demonstrate control of composition 	CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10	<p>Formative: worksheets in class discussions over text timed writing prompts</p> <p>Summative: selected timed writing prompt</p> <p>unit test</p> <p>quizzes</p>	<ul style="list-style-type: none"> reading poetry to build up comprehension and understanding of basics working in groups annotating text writing reflectively Building comprehension skills through use of time to writing multiple choice practice 	<p><i>Teacher Created Digital notebook</i></p> <p>Worksheets</p> <p>related articles</p> <p>Test</p>
Longer Prose III Unit 9 In Cold Blood*	<ul style="list-style-type: none"> Which is more important to a person's development: nature or nurture? To what extent are we "products of our environment"? When are we not responsible for our 	CCSS: RL.11-12.1-10, RI.11-12.1-10, L.11-12.1-10, SL.1-10, W.11-12.1-10	<p>Formative: worksheets in class discussions over text timed writing prompts</p> <p>Summative: selected timed writing prompt</p>	<ul style="list-style-type: none"> Reading historical fiction reflecting on various textual episodes working in groups using technology completing worksheets in class discussions 	<p><i>Teacher Created Digital notebook</i></p> <p>Worksheets</p> <p>related articles</p> <p>Test</p>

	own beliefs or behaviors		unit test quizzes		
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*Units 3, 6 and 9 may have different texts added or switched out depending on student needs and understanding.

Alternate texts to be considered for these units: Macbeth, Death of a Salesman, Jurassic Park, Devil in the White City

Unit order and completion subject to change