Unit 1: How Authors Develop Characters and Create Conflict

Content Area: **English**
Course(s): **HON ENGLISH II**
Time Period: **Marking Period 1**
Length: **8 weeks**
Status: **Published**

Standards

Reading Literature

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	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 and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

Reading Information

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing

LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Production and Distribution of Writing

Speaking and Listening

LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly

	draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

- How does an author develop a character over the course of a given work?
- What does the study of 'stories' do for the human experience?
- What is the relationship between reading literature and narrative writing?

Understandings

Theme

Close Reading Strategies

Plot

Setting

Conflict

Characters

Critical Knowledge and Skills

Knowledge

Students will know:

Close Roeading Strategies

Elements of Plot

Elements of Setting

Types of Conflict

Characterization

How an author develops a specific theme

Skills

Students will be able to:

Use Close Reading Strategies to understand a story

Track plot development

Analyze Setting

Identify Conflict

Analyze Characters

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Pan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Summative Narrative Writing

Collaborative Visual Storyboard

Primary Resources

The Old Man and the Sea

Of Mice and Men

The Catcher in the Rye

"Why are More American Teenagers than Ever Suffering From Severe Anxiety?" - Taken from *The Atlantic*

Supplementary Resources

Graphic Organizers

Guided Reading questions

Outlines

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc…, students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Week 1

Reading	Activity	Assessment Options

Class Introduction and Rules and procedures. (2 Days)	TW introduce rules, procedures, and expectations of class.	None
Introduction Letter / Writing Task (1 Day)	TW introduce in-class writing task related to their summer reading or a personal reflection.	Formative writing task
Introduction Letter / Writing Task (1 Day)	TW introduce in-class writing task related to their summer reading or a personal reflection.	Formative writing task
IXL Introduction Lesson (1 Day)	TW introduce IXL tasks to class and students will complete 1 IXL lesson for the unit.	IXL Task

Week 2

Reading	Activity	Assessment Options
Of Mice and Men [Day 1-5] (10 Days Total)	TW introduce vocabulary, setting, character to students. SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: Setting, plot, conflict, character. Explanatory writing.	• Formative assessment of guided questions and/or graphic organizer. • Formative assessment via close reading quiz OR TEAM paragraph.

Week 3

Reading	Activity	Assessment Options

	Mini-Lesson on theme.	
Of Mice and Men [Day 6-10] (10 Days Total)	SW prepare for and participate in a Socratic Seminar on character development and theme. Skills of focus: Understanding theme. Understanding character development. Understanding conflict.	• Formative assessment of guided questions and/or graphic organizer. • Socratic Seminar

Week 4

Reading	Activity	Assessment Options
The Catcher in the Rye [Day 1-5] (25 Days total)	TW Introduce important background information / historical events to students. SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. As they do this, they will focus on character, setting, vocabulary, plot, and conflict. Skills of focus: Setting, plot, conflict, character, inciting incident	• Formative assessment of guided questions and/or graphic organizer. • Formative assessment via close reading quiz.

Week 5

Reading	Activity	Assessment Options
The Catcher in the Rye [Day 6-10] (25 Days total)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW chart the development of various literary devices using a placemat task. SW chart the development of characters by completing a foils task.	• Formative assessment of guided questions and/or graphic organizer. • Placemat Task • Foils Task • Narrative Writing task

	Skills of focus: Setting, plot, conflict, character, symbol Narrative Writing.	

Week 6

Reading	Activity	Assessment Options
The Catcher in the Rye [Day 11-15] (25 Days total)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW chart the development of various literary devices using a placemat task. SW chart the development of characters by completing a foils task. Skills of focus: Setting, plot, conflict, character, symbol, theme.	• Formative assessment of guided questions and/or graphic organizer. • Placemat Task • Foils Task

Week 7

Reading	Activity	Assessment Options
The Catcher in the Rye [Day 16-20] (25 Days total)	SW use this week to prep, plan, create and conference for their essay on The Catcher in the Rye. This essay may focus on: • Theme • Character development • Symbols	• Formative explanatory writing task.

Week 8

Reading	Activity	Assessment Options
The	SW use this week to prep, plan, and complete a college/career	• Career

Catcher in the Rye [Day 21-25] (25 Days total)	exploration task as a means to both empathize with the protagonist of *The Catcher in the Rye* and plan their own futures. They must also create a symbol of their own similar to Holden's hunting hat.	exploration graphic organier.

Unit 2: Exploring Themes in Literature

Content Area: **English**
Course(s): **HON ENGLISH II**
Time Period: **Marking Period 2**
Length: **11 weeks**
Status: **Published**

Standards

Reading Literature

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	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 and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Information

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Writing

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is

valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Speaking and Listening

LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to

comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

- How do authors develop an argument over the course of a given work?
- What remains true of human nature throughout time, and how do authors develop this truth?
- Why are setting and the author's background important for understanding literature?

Understandings

Theme

Character

Setting

Suspense

Irony

Symbolism

Tone/Mood

Rhetoric

Critical Knowledge and Skills

Knowledge

Students will know:

How to indentify the theme of a work

How author's create suspense

The types of irony

Symbolism

How author's use tone to create mood

The types of rhetoric and their uses

Skills

Students will be able to:

Summarize the theme of a given work

Cite evidence of how author's create suspense

Assess examples of irony

Interpret author's uses of symbolism

Critique tone and mood

Analyze rhetorical devices and their effectiveness

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Pan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Summative Persuasive Essay

Primary Resources

Great Expectations

Animal Farm

Select Short Stories from Anthology ("Poison", "Marigolds", "Everyday Use", "Sherlock Holmes and the Speckaled Band")

"President Obama's National Address to America's School Children"

"American Schools Vs. the World: Expensive, Unequal, Bad at Math"

Supplementary Resources

Graphic Organizer

Guided reading questions

Outlines

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ All assignments have been created in the student's native language.

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

❏ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc…, students may find themselves, by way of selected non-fiction,

reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Week 1

Reading	Activity	Assessment Options
Select Persuasive Non-Fiction ("Why Tech Companies Need English Majors" from *Business Insider)* [Days 1-5] (10 Days Total)	TW introduce students to the SOAPStone model of close reading for non-fiction. TW introduce students to persuasive appeals (ethical/logical/emotional). SW read a series of persuasive articles about schooling and college as a means to both identify with Holden's dilemma at Pency, develop an understanding of persuasive appeals in writing, AND apply the topic of education to their everyday lives.	• SOAPStone Graphic Organizer. • Persuasive appeals task.

Week 2

Reading	Activity	Assessment Options
Select Persuasive Non-Fiction ("What's College Good For"	SW continue to apply their understanding of SOAPStown and persuasive appeals to an article of their own choosing.	• SOAPStone Graphic Organizer.

from *The Atlantic*) [Days 6-10] (10 Days Total)	SW complete a writing task on persuasive appeals.	• Explanatory writing task on persuasive appeals.

Week 3

Reading	Activity	Assessment Options
The Things They Carried [Days 1-5] (30 Days Total)	TW provide background information about the Vietnam War SW complete a commonlit task on the Vietnam war. Then, SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: Setting / Character	• Formative assessment of historical content. • Formative assessment of guided reading questions and/or graphic organizer

Week 4

Reading	Activity	Assessment Options
The Things They Carried [Days 6-10] (30 Days Total)	TW lead a short discussion on metafiction and its purpose. SW participate in a placemat task on the chapters covered. This task will focus on: • Figurative language • Character development • Conflict • Theme • Author's Purpose Students may view a short scene from the film *Forrest Gump* that focuses specifically on the Vietnam War.	• Placemat task • Guided questions

Week 5

Reading	Activity	Assessment Options
The Things They Carried, "The Man He Killed" (POEM) [Days 11-15] (30 Days Total)	TW lead a lesson on theme. SW establish the theme of a given chapter. SW establish the theme of a poem. SW particiate in a comparative writing task on theme. SW continue to read the novel while paying close attention to character development, thematic development, and author's purpose.	• TEAM paragraph • Guided reading quetions

Week 6

Reading	Activity	Assessment Options
The Things They Carried, "The Wounds of the Drone Warrior" (New York Times Article) [Days 15-20] (30 Days Total)	TW introduce students to a *New York Times* article on drone warfare and PTSD. Students will use SOAPSTone to unpack the article and then compare the events of the article to the chapter "Speaking of Courage." SW read the remaining chapters of the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Students may continue working on guided reading questions. Teacher may choose incorporate think-pair-share other collaborative learning activity to review question reponses, a warm up to start the class, or an exit ticket to check for	• SOAPStone task. • Graphic organizer • Guided reading quetions

Reading	Activity	Assessment Options
	understanding.	

Week 7

Reading	Activity	Assessment Options
The Things They Carried [Days 20-25] (30 Days Total)	SW finish the novel this week. TW introduce the impact of music on the American culture during the Vietnam War. SW complete a song analysis task by way of completing a One-Pager. TW introduce Final writing task on theme for the novel.	• One-Pager • Explanatory Writing Task

Week 8

Reading	Activity	Assessment Options
The Things They Carried [Days 25-30] (30 Days Total)	TW introduce Socratic Seminar Task. SW use this week to prepare for and participate in a Socratic Seminar on character development, author's style, and theme, and author's purpose.	• Socratic Seminar

Week 9

Reading	Activity	Assessment Options
Thematic Analysis using "Everday Use" and "Montreal 1962" [Days 1-5] (5 Days Total)	TW introduce "Everyday Use" analysis task. SW use CommonLIt to complete a critical reading analysis of the short story. Questions will focus on: Theme, Character, Word Choice, and Citing Evidence.	• Critical Reading Questions via CommonLit • TEAM Paragraph.

| | TW introduce "Montreal 1962" writing task. SW use CommonLIt to complete a critical reading analysis of the short story. Questions will focus on: Theme, Character, Word Choice, and Citing Evidence.

• THEN, SW work in groups as large as 3 to complete a TEAM writing task on Theme using "Monreal 1962" as the primary text. | |

Week 10

Reading	Activity	Assessment Options
Thematic Film Analysis using Disney / Pixar's *Soul* [Days 1-5] (10 Days Total)	TW introduce film analysis task and provide a short lesson on how to use Cornell Notes to take notes while watching a film. SW spend the next several class periods view Disney/Pixar's *Soul*	• Theme Analysis Presentation Task

Week 11

Reading	Activity	Assessment Options
Thematic Film Analysis using Disney / Pixar's *Soul* [Days 5-10] (10 Days Total)	SW use class time to build a presentation which focuses on the analysis of the following literary elements: • Theme • Author's Purpose • Plot • Conflict • Character Development • Symbolism	• Theme Analysis Presentation Task

Unit 3: Exploring Literary Style

Content Area: **English**
Course(s):   **HON ENGLISH II**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

Reading Literature

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	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 and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Reading Information

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g.,

Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Writing

LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking

the inferred meaning in context or in a dictionary).

LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
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argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

- How do authors use various literary elements to develop a specific theme?
- How is research used to help an author draft a work of fiction?
- Why is word choice important in developing various literary elements?

Understandings

Theme

Suspense

Irony

Symbolism

Tone/Mood

Rhetoric

Critical Knowledge and Skills

Knowledge

Students will know:

How authors effectively convey theme

How setting influences the development of a story

How characters are developed to convey theme

How conflict influences theme

How literary research is performed

What literary criticism looks like

Skills

Students will be able to:

Identify theme and critique author's ability to effectively convey theme

Connect the use of setting to effective conveyance of theme

Synthesize characters and conflict to understand world views

Perform research using the literary databases

Criticize the literary criticisms of prominent literary voices

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

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School Summative Assessment Pan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Research Task

Primary Resources

"Crossing the Brooklyn Ferry"

"Chicago"

"The Yachts"

"The End of Something"

"How Can Cities Succeed in the 21st Century" - From *The Atlantic*

Moby Dick

In the Heart of the Sea

"Unspeakable Things Unspoken" - Lecture by Toni Morrison

Supplementary Resources

Graphic Organizer

Guided Reading Questions

Research Thesis development

Research Database Log

ESACPE checklist

Revision Checklist

Technology Integration and Differentiated Instruction

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Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

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GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Unit 3 Pacing

Week 1

Readings	Activities	Assessments
Introduction to Dark Romantic Literature (Lecture Notes) "The City in the Sea" - Edgar Allen Poe "City of Ships" - Walt Whitman Days 1-2 (5 Days Total)	As a thematic introduction to the next unit, TW use this week to introduce two poems which share similar literary devices and focus on Dark Romanticism. TW also use this week to review close-reading strategies (stop/notice/note). Teacher may use a short pre-reading activity to provide historical context and a review of how authors develop mood. Skills of focus: Mood, Imagery	• Formative assessment of guided reading questions and/or graphic organizer. • Paired readings assignment.
Introduction to Moby Dick (Pre-reading content)	SW take notes on the historical circumstances surrounding Moby Dick's	• Formative assessment of

	publication.	guided reading questions and/or graphic organizer.
"5 Bits of Advice for Reading Moby Dick" (Article) "Why Read Moby Dick" (Podcast) Days 3-5 (5 Days Total)	Students will take notes on advice for Reading Moby DIck and think/pair/share what they have learned. SW listen to a podcast on why they should read Moby Dick and think/pair/share what they have learned.	

Week 2

Readings	Activities	Assessments
Moby Dick Days 1-5 (40 Total Days)	SW spend the next several days moving through a series of chapters and scrub it for select literary devices. SW work collaboratively at times and alone on other occasions. SW read the text silently or teacher will lead reading. As this happens, SW may complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW complete a drawing task for Chapter 3 of Moby Dick, "The Spouter Inn" Skills of focus: Setting/Mood/Character/Suspense	• Formative assessment of guided reading questions and/or graphic organizer • "Spouter Inn Drawing Task

Week 3

Readings	Activities	Assessments
Moby Dick Days 6-10 (40 Total Days)	SW spend the next several days moving through a series of chapters and scrub it for select literary devices. SW work collaboratively at times and alone on other occasions. SW read the text silently or teacher will lead reading. As this happens, SW may complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW view first 25 minutes of In the Heart of the Sea SW participate in a place mat activity for Ch. 10, 12, 13, 14, 17	• Formative assessment of guided reading questions and/or graphic organizer • Place mat acvitity • Ch. 1-41 Quiz

Week 4

Readings	Activities	Assessments
Moby Dick Days 11-15 (40 Total Days)	SW spend the next several days moving through a series of chapters and scrub it for select literary devices. SW work collaboratively at times and alone on other occasions. SW read the text silently or teacher will lead reading. As this happens, SW may complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW participate in a lecture/discussion on the Jungian reading of Moby Dick and Melville's life.	• Formative assessment of guided reading questions and/or graphic organizer • Jungian Notes • Whiteness and Glory comparison activity

	SW compare two chapters (42/82) using a graphic organizer. Skills of focus: Theme/Character/ Conflict/Setting	

Week 5

Readings	Activities	Assessments
Moby Dick "Unspeakable Things Unspoken" Research Task Days 16-20 (40 Total Days)	SW work collaboratively to complete a literary research simulation task involving Toni Morrison's lecture, "Unspeakable Things Unspoken" Skills of focus: Theme/Character/ Conflict/Setting	"Unspeakable Things Unspoken Research Task and essay

Week 6

Readings	Activities	Assessments
Moby Dick Days 21-25 (40 Total Days)	SW spend the next several days moving through a series of chapters and scrub it for select literary devices. SW work collaboratively at times and alone on other occasions. SW read the text silently or teacher will lead reading. As this happens, SW may complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: Setting/Mood/Character/Suspense/Theme/Allusion	• Formative assessment of guided reading questions and/or graphic organizer • Ch. 112-114 Quiz

Week 7

Readings	Activities	Assessments
Moby Dick Days 26-30 (40 Total Days)	SW spend the next several days moving through a series of chapters and scrub it for select literary devices. SW work collaboratively at times and alone on other occasions. SW read the text silently or teacher will lead reading. As this happens, SW may complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW apply close reading strategies to a song of their choice with a focus on thematic development and allusion. Skills of focus: Setting/Mood/Character/Suspense/Theme/Allusion	• Formative assessment of guided reading questions and/or graphic organizer • Song assignment / analysis

Week 8

Readings	Activities	Assessments
Moby Dick Days 31-35 (40 Total Days)	SW spend the next several days finishing the novel. SW complete a final expository writing task for the novel. Skills of focus: Setting/Mood/Character/Suspense/Theme/Allusion	• Formative assessment of guided reading questions and/or graphic organizer • Final Essay

Week 9

Readings	Activities	Assessments
In the Heart of the Sea / Great Floodgates of the Wonderworld Days 36-40 (40 Total Days)	SW view various scenes from In the Heart of the Sea over the course of the week. They will use this week to draw connections between the film, Moby Dick, and a chapter from Great Floodgates of the Wonderworld.	Connections assignment

Unit 4: Larger than Life Characters and Themes

Content Area: **English**
Course(s): **HON ENGLISH II**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Standards

Reading Literature

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	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 and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Reading Information

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific

	details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Speaking and Listening

LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals and Career Ready Practices

Transfer Goals

 Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

- How do authors create archetypal characters, and where can we see these characters in our everyday lives?

- How do certain writing styles become a standard for storytelling?

Understandings

Theme

Character

Tone/Mood

Symbolism

Setting

Critical Knowledge and Skills

Knowledge

Students will know:

How theme is conveyed across various mediums

How setting is changed throughout interpretations of stories

How changing or maintaining characters and conflicts influences adaptations

How authors create archetypal characters

Skills

Students will be able to:

Analyze key themes, setting, characters, and conflicts of similar works across various mediums and adaptations

Critique changes between adaptations

Assess the importance of maintaining specific elements of a story to convey the theme

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Pan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

OR

Summative Persuasive Essay

OR

Summative Narrative Writing

Collaborative Visual Storyboard

Primary Resources

King Lear

In Cold Blood

Capote

Supplementary Resources

Guided Reading Questions

Comparative Graphic Organizer

Select Non-fiction from contemporary publications (TIME, The Atlantic, Washington Post, Wallstreet Journal)

Technology Integration and Differentiated Instruction

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Technology Integration

- **Google Products**

  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

  - All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at

times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc…, students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Unit 4

Week 1

Readings	Activities	Assessment options

	TW introduces Truman Capote and historic context.	
Introduction Notes In Cold Blood (Part 1) Days 1-5 (35 Total Days)	SW read the text silently or the teacher will lead the reading. As this happens, SW completes a graphic organizer and close reading questions to help reinforce/review skills. SW use the guided reading journal as they actively read. Skills of Focus: Setting and Character	• Formative assessment of guided reading journal.

Week 2

Readings	Activities	Assessment options
In Cold Blood (Part 1 / Part 2) Days 6-10 (35 Total Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW use guided reading journal as they actively read. SW complete section summaries. Writing about language activity	• Formative assessment of guided reading journal • Section Summaries • Part 1 Quiz

	Skills of Focus: Setting, Character, Figurative Language	

Week 3

Readings	Activities	Assessment options
In Cold Blood (Part 2 / Part 3) Days 11-15 (35 Total Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW use guided reading journal as they actively read. SW complete section summaries. SW view a section of Capote to gain different perspective of the same event through a different medium. Literary Inventory Skills of Focus: Setting, Character, Figurative Language, Theme	• Formative assessment of guided reading journal • Literary Inventory • Section Summaries • Part 2 Quiz

Week 4

Readings	Activities	Assessment options
In Cold Blood (Part 3) Days 16-20	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading	• Formative assessment of guided reading journal

(35 Total Days)	questions to help reinforce/review skills. SW use guided reading journal as they actively read. SW complete section summaries. Juvenile Justice Documentary Literary Inventory Skills of Focus: Setting, Character, Figurative Language, Theme	• Literary Inventory • Section Summaries • Documentary TEAM paragraph

Week 5

Readings	Activities	Assessment options
In Cold Blood (Part 3 / Part 4) Days 21-25 (35 Total Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW use guided reading journal as they actively read. SW complete section summaries. Literary Inventory Skills of Focus: Setting, Character,	• Formative assessment of guided reading journal • Literary Inventory • Section Summaries • Part 3 Quiz

	Figurative Language, Theme	

Week 6

Readings	Activities	Assessment options
In Cold Blood (Part 4) Days 25-30 (35 Total Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW use guided reading journal as they actively read. SW complete section summaries. Literary Inventory Socratic Seminar Skills of Focus: Setting, Character, Figurative Language, Theme	• Formative assessment of guided reading journal • Literary Inventory • Section Summaries • Socratic Seminar

Week 7

Readings	Activities	Assessment options
In Cold Blood (Part 4) Days 31-35 (35 Total Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. SW use guided reading journal as	• Formative assessment of guided reading journal • Literary Inventory • Section Summaries • Final Essay

	they actively read.	
	SW complete section summaries.	
	Literary Inventory	
	SW view a section of Capote to gain different perspective of the same event through a different medium.	
	Skills of Focus: Setting, Character, Figurative Language, Theme	

Week 8

Readings	Activities	Assessment options
King Lear Days 1-5 (10 Total Days)	TW introduce Shakespeare and provide historical context for lesson by way of lecture/notes. SW view "Discovering Shakespeare" Documentary. SW view Acts 1-2 of King Lear and complete character graphic organizer. Students will note important traits of the main characters and how these traits change or expand. Skills of Focus: Setting, Character, Conflict	• Formative assessment lecture note completion • Formative assessment of character graphic organizer

Week 9

Readings	Activities	Assessment options
King Lear Days 6-10 (10 Total Days)	SW view Acts 3-5 of King Lear and complete thematic graphic organizer with a focus on conflict and plot. Students will note how themes develop over the course of the play. Skills of Focus: Setting, Character, Conflict, Theme	• Formative assessment of thematic graphic organizer • Acts I-V Quiz