

KANE AREA SCHOOL DISTRICT



9-12 English Language Arts Curriculum

2026

Development and preparation led by Rachael Kennedy 6-12 ELA Department Chair

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English I

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and appreciation of a variety of literary works through analysis. English I is a one credit, required course for freshmen that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- portfolios
- projects
- self-evaluations
- teacher made tests
- benchmark and standardized tests
- written presentations
- constructed responses
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking & Listening Short Stories	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Exposition Rising Action Climax Falling Action Resolution Setting Point of View Narrator First Person Second Person Third Person Limited Third Person Omniscient Internal Conflict External Conflict Situational Irony Dramatic Irony Verbal Irony Inference Direct Characterization Indirect Characterization Mood Tone Voice Style Theme Allegory Symbol Author's Purpose Foreshadowing Hyperbole Simile Metaphor	~22 blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style	Personification Flashback Imagery Satire Connotation Synonym Antonym Diction	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the short stories.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F		Ongoing

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and Essays in response to short stories	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Narrative Analyze Audience	Multiple assignments throughout the 9 weeks-ongoing
	C.IE.2.1 Revise writing to improve style, meaning, word	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	choice, and sentence variety.	C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		
	Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Grammar Units Parts of Speech, Sentence Structure, Punctuation, and	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly.	Parts of Speech Independent Clause Dependent Clause Run-Ons	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Commonly Confused Words		C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes) C.IE.3.1.5 Demonstrate correct sentence formation.	Fragments Phrases Sentence Structure Grammar Mechanics Punctuation	*Split blocks-start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Novel- <i>Animal Farm</i> <i>*some elements of nonfiction will be included in order to understand historical background/context</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Point of View Plot Figurative Language Allegory Allusion Parallels Author's Purpose Characterization Irony Inference Conflict Tone Voice Theme	~12 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	and patterns in literary fiction.			
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Short Responses and Essay in response <i>Animal Farm</i>	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Purpose Compare/Contrast Analyze Sentence Structure Grammar Mechanics Punctuation Audience	Multiple assignments throughout the unit
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		*Split blocks- start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.
Grammar Units Modifiers and Sentence Structure Review	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes) C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.IE.3.1.5 Demonstrate correct sentence formation.	Independent Clause Dependent Clause Run-Ons Fragments Phrases Misplaced Modifier Hanging Modifier	
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.N.1.2.4 Draw conclusions about connotations of words.		
Reading Informational Text Elements of Nonfiction	L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.	Main Idea Author's Purpose Bias Propaganda Narrator/Speaker Rhetoric Ethos Pathos Logos Text Structure Text Features Theme Tone Style Mood Fact Opinion Evidence Objective Language Subjective Language	~8 Blocks
	L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2 Cite evidence from a text to support generalizations.		
	L.N.1.1 Use appropriate strategies to analyze an	L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	author's purpose and how it is achieved in literature.	L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.		
	L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	L.N.2.4.1 Identify, analyze and evaluate the structure and format of complex informational texts. L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. L.N.2.4.4 Make connections between the text and the content of graphics and charts. L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.		
	L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate the literary forms.	L.N.2.2.1 Analyze how literary form relates to and/or influences the meaning of a text. L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.		
	L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in the text. L.N.2.5.3 Distinguish essential from nonessential information.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.		
	L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.		

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking & Listening Drama- <i>Romeo & Juliet</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Drama Monologue Soliloquy Foil Aside Tragic Hero Act Scene Line Characterization Character Development Iambic Pentameter Figurative Language	~10-12 Blocks
	L.F.1.3 Use appropriate strategies to comprehend	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	literature during the reading process.	L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	Metaphor Simile	
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E	Stanza Couplet Rhyme Rhyme Scheme Rhythm Meter Sonnet Limerick Ballad Haiku Sound Devices Onomatopoeia Alliteration Figurative Language Simile Metaphor Personification Hyperbole Imagery	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	Analyze Interpret	
Reading Literature Speaking and Listening Poetry	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.		~10-12 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and <i>Romeo and Juliet</i> Argumentative Essay	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Sentence Structure Grammar Mechanics Punctuation Audience	Multiple assignments throughout the 9 weeks-ongoing
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence format	Verbs Mood Indicative Interrogative Imperative Subjunctive Conditional Passive Voice Active Voice Transitive Intransitive Tense Past Present	*Split blocks- start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.
Grammar Units Verbs and Pronouns	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.IE.3.1.5 Demonstrate correct sentence formation.	Future Perfect Tenses Progressive Tenses Subject/Verb Agreement Antecedent Singular Plural Number Person First Second Third	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write a research paper analyzing the life events of a significant person in society. SW write in-text citations correctly. SW paraphrase and synthesize their findings. SW write a works cited correctly and use proper MLA formatting.	CC.1.4.9-10.V 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. CC.1.4.9-10.W 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. CC.1.4.9-10.X	MLA Format Analyze Synthesize In-Text Citations Credible Sources Rough Draft Revise Research Works Cited	~10 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	SW use credible sources to find sufficient evidence to support their claims. SW use library resources correctly.	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 discipline-specific tasks, purposes and audiences.		
Speaking and Listening Autobiographical Speech	SW present autobiographical information to the class. SW outline, create relevant visuals, and practice formal speaking skills.	CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	Outline Context Audience Autobiographical	~4-5 Blocks
Reading Literature Reading Nonfiction Review- Short Stories, Mysteries, Nonfiction Pieces	SW review all literature and nonfiction concepts taught throughout the year.	All literature and nonfiction eligible content noted above.		~4-5 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Final Exam	SW complete a study guide for the final. SW prepare and take the final exam for the class.	All		~2-4 Blocks

Honors English I

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and appreciation of a variety of literary works through analysis. Honors English I is a one credit, required course for freshmen that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- portfolios
- projects
- self-evaluations
- teacher made tests
- benchmark and standardized tests
- written presentations
- constructed responses
- classroom discussions

***Note: Students enrolled in Honors English I will complete additional literary works and writing assignments that require deeper analysis, stronger critical-thinking skills, and greater independence than the standard English course.**

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking & Listening Short Stories	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Exposition Rising Action Climax Falling Action Resolution Setting Point of View Narrator First Person Second Person Third Person Limited Third Person Omniscient Internal Conflict External Conflict Situational Irony Dramatic Irony Verbal Irony Inference Direct Characterization Indirect Characterization Mood Tone Voice Style Theme Allegory Symbol Author's Purpose Foreshadowing Hyperbole	~22 blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole	Simile Metaphor Personification Flashback Imagery Satire Connotation Synonym Antonym Diction	
	L.F. 2.1 Use appropriate strategies to make	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	and support interpretations of literature.	L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the short stories.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		Ongoing
Writing Constructed Responses and Essays in response to short stories	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.	Constructed Response Prompt Transitions MLA Format	Multiple assignments throughout the 9 weeks-ongoing

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	summarize information or ideas.	C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Organizational Strategies Style Objective Tone Focus/Thesis Narrative Analyze Audience	
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.2.1.7 Revise sentences for clarity.		
	Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Parts of Speech Independent Clause Dependent Clause Run-Ons Fragments Phrases Sentence Structure Grammar Mechanics Punctuation	*Split blocks-start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.
Grammar Units Parts of Speech, Sentence Structure, Punctuation, and Commonly Confused Words	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes) C.IE.3.1.5 Demonstrate correct sentence formation.		
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Novel- <i>Animal Farm</i> <i>*some elements of nonfiction will be included in order to understand historical background/context</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Point of View Plot Figurative Language Allegory Allusion Parallels Author's Purpose Characterization Irony Inference Conflict Tone Voice Theme	~10 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Short Responses and Essay in response <i>Animal Farm</i>	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Purpose Compare/Contrast Analyze Sentence Structure Grammar Mechanics Punctuation Audience	Multiple assignments throughout the unit
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		
Grammar Units Modifiers and Sentence Structure Review	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes)	Independent Clause Dependent Clause Run-Ons Fragments Phrases Misplaced Modifier Hanging Modifier	*Split blocks-start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.IE.3.1.5 Demonstrate correct sentence formation.		
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks
Reading Informational Text Elements of Nonfiction	L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.	Main Idea Author's Purpose Bias Propaganda Narrator/Speaker Rhetoric Ethos Pathos Logos Text Structure Text Features Theme Tone Style Mood Fact	~6 Blocks
	L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Note: Character may also be called narrator, speaker, or subject of a biography. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:	Opinion Evidence Objective Language Subjective Language	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2 Cite evidence from a text to support generalizations.		
	L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.		
	L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	L.N.2.4.1 Identify, analyze and evaluate the structure and format of complex informational texts. L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.N.2.4.4 Make connections between the text and the content of graphics and charts. L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.		
	L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate the literary forms.	L.N.2.2.1 Analyze how literary form relates to and/or influences the meaning of a text. L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.		
	L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in the text. L.N.2.5.3 Distinguish essential from nonessential information. L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.		
	L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.N.1.2.4 Draw conclusions about connotations of words.		

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking & Listening Drama- <i>Romeo & Juliet</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Drama Monologue Soliloquy Foil Aside Tragic Hero Act Scene Line Characterization Character Development Iambic Pentameter Figurative Language Metaphor Simile	~10-12 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements)		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	interpretations of literature.	L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Poetry	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Stanza Couplet Rhyme Rhyme Scheme Rhythm Meter Sonnet Limerick Ballad Haiku Sound Devices Onomatopoeia Alliteration Figurative Language Simile Metaphor Personification Hyperbole Imagery Analyze Interpret	~10-12 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.4		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and <i>Romeo and Juliet</i> Argumentative Essay	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.	Constructed Response Prompt Transitions MLA Format Organizational Strategies	Multiple assignments throughout the 9 weeks-ongoing

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	Style Objective Tone Focus/Thesis Sentence Structure Grammar Mechanics Punctuation Audience	
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.	Verbs Mood Indicative Interrogative Imperative Subjunctive Conditional Passive Voice Active Voice Transitive Intransitive Tense Past	*Split blocks-start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	Present Future Perfect Tenses Progressive Tenses Subject/Verb Agreement Antecedent Singular Plural Number Person First Second Third	
Grammar Units Verbs and Pronouns	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.IE.3.1.5 Demonstrate correct sentence formation.		
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write a research paper analyzing the life events of a significant person in society. SW write in-text citations correctly. SW paraphrase and synthesize their findings. SW write a works cited correctly and use proper MLA formatting. SW use credible sources to find sufficient evidence to support their claims. SW use library resources correctly.	CC.1.4.9-10.V 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. CC.1.4.9-10.W 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. CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.	MLA Format Analyze Synthesize In-Text Citations Credible Sources Rough Draft Revise Research Works Cited	~8 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Speaking and Listening Autobiographical Speech	SW present autobiographical information to the class. SW outline, create relevant visuals, and practice formal speaking skills.	CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	Outline Context Audience Autobiographical	~3-4 Blocks
Reading Nonfiction Speaking and Listening <i>Memoir- Tuesdays with Morrie</i>	L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.	Memoir	~8-10 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2 Cite evidence from a text to support generalizations.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.		
	L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	L.N.2.4.1 Identify, analyze and evaluate the structure and format of complex informational texts. L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. L.N.2.4.4 Make connections between the text and the content of graphics and charts. L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.		
	L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate the literary forms.	L.N.2.2.1 Analyze how literary form relates to and/or influences the meaning of a text. L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in the text. L.N.2.5.3 Distinguish essential from nonessential information. L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.		
	L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Final Exam	SW complete a study guide for the final. SW prepare and take the final exam for the class.	All		~2-4 Blocks

English II

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and appreciation of a variety of literary works through analysis. English II is a one credit, required course for freshmen that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- portfolios
- projects
- self-evaluations
- teacher made tests
- benchmark and standardized tests
- written presentations
- constructed responses
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

***Keystone samplers are also mixed in throughout the year. Where possible, I use ones somewhat relevant to what we're doing.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking & Listening Short Stories	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Exposition Rising Action Climax Falling Action Resolution Setting Point of View Narrator First Person Second Person Third Person Limited Third Person Omniscient Internal Conflict External Conflict Situational Irony Dramatic Irony Verbal Irony Flashback Motive Allusion Inference Direct Characterization Indirect Mood Tone Voice Style Theme Allegory Symbol Author's Purpose	~22 blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole	Foreshadowing Hyperbole Simile Metaphor Personification Flashback Imagery Satire Connotation Synonym Antonym Diction	
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	presentations in response to the short stories.	CC.1.5.9-10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and Essays in response to short stories	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Narrative Analyze Audience	Multiple assignments throughout the 9 weeks-ongoing

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Interpret	
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		
	Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		*Split blocks- start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.
Grammar Units Sentence Structure Review	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes) C.IE.3.1.5 Demonstrate correct sentence formation.	Independent Clause Dependent Clause Run-Ons Fragments Phrases Sentence Structure Grammar Mechanics Punctuation	
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write a research paper supporting a claim made about a controversial issue in society. SW write in-text citations correctly. SW paraphrase and synthesize their findings. SW write a works cited correctly and use proper MLA formatting. SW use credible sources to find sufficient evidence to support their claims. SW use library resources correctly.	CC.1.4.9-10.V 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. CC.1.4.9-10.W 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. CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.	MLA Format Analyze Synthesize In-Text Citations Credible Sources Rough Draft Revise Research Works Cited Claim	~5-6 Blocks
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		
Speaking and Listening Demonstration Speech	SW prepare and present a demonstration to the class. SW outline, create relevant visuals, and practice formal speaking skills.	CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	Outline Context Audience	~4-5 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Plays: <i>Twelve Angry Men</i> and <i>Of Mice and Men</i> <i>*some elements of nonfiction will be included in order to understand historical background/context</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Point of View Plot Figurative Language Allegory Allusion Parallels Author's Purpose Characterization Irony Inference Conflict Tone Voice Theme Evidence Act Scene	~12 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements)		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalization		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and Essays in response to <i>Twelve Angry Men</i> and <i>Of Mice and Men</i>	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Purpose Compare/Contrast Analyze Sentence Structure Grammar Mechanics Punctuation Audience	Multiple assignments throughout the unit
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature <i>Novel-Old Man and the Sea</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Setting Point of View Situational Irony Theme Allegory Symbolism Motif Style Imagery Metaphor Simile Personification Alliteration	~8 blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements)		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the novel.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and Essays in response to novel	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Narrative Analyze Synthesize Audience	Ongoing throughout unit

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		
	Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Informational Text Elements of Nonfiction	L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.	Main Idea Author's Purpose Bias Propaganda Narrator/Speaker Rhetoric Ethos Pathos Logos Text Structure Text Features Theme Tone Style Mood Fact Opinion Evidence	~8 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the texts.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Poetry	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Stanza Couplet Rhyme Rhyme Scheme Rhythm Meter Sonnet Limerick Ballad Haiku Sound Devices Onomatopoeia Alliteration Figurative Language Simile Metaphor Personification Hyperbole Imagery Analyze Interpret	~6 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Novel- <i>To Kill A Mockingbird</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Setting Point of View Situational Irony Theme Foreshadowing Characterization Allegory Symbolism Motif Style	~12 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	Imagery Metaphor Simile Personification Alliteration Dialect Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the short stories.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and Essays in response to To Kill A Mockingbird	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.	Constructed Response Prompt Transitions MLA Format Organizational Strategies	Multiple assignments throughout the unit-ongoing

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Style Objective Tone Focus/Thesis Narrative Analyze Audience	
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Short Stories- <i>The Illustrated Man</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Exposition Rising Action Climax Falling Action Resolution Setting Point of View Narrator First Person Second Person Third Person Limited Third Person Omniscient Internal Conflict External Conflict Situational Irony Dramatic Irony Verbal Irony Inference Direct Characterization Indirect Characterization Mood Tone Voice Style Theme Allegory Symbol Author's Purpose Foreshadowing Hyperbole Simile Metaphor Personification	~6 Blocks (this unit will be flexible around the Keystones)
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole	Flashback Imagery Satire Connotation Synonym Antonym Diction	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the short stories.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks
Final Exam	SW complete a study guide for the final. SW prepare and take the final exam for the class.	All		~2-4 Blocks

Honors English II

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and appreciation of a variety of literary works through analysis. Honors English II is a one credit, required course for freshmen that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- portfolios
- projects
- self-evaluations
- teacher made tests
- benchmark and standardized tests
- written presentations
- constructed responses
- classroom discussions

****Note: Students enrolled in Honors English II will complete additional literary works and writing assignments that require deeper analysis, stronger critical-thinking skills, and greater independence than the standard English course.**

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

***Keystone samplers are also mixed in throughout the year. Where possible, I use ones somewhat relevant to what we're doing.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking & Listening Short Stories	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Exposition Rising Action Climax Falling Action Resolution Setting Point of View Narrator First Person Second Person Third Person Limited Third Person Omniscient Internal Conflict External Conflict Situational Irony Dramatic Irony Verbal Irony Flashback Motive Allusion Inference Direct Characterization Indirect Characterization Mood Tone Voice Style Theme Allegory Symbol	~22 blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: The point of view of the narrator as first person or third person point of view The impact of point of view on the meaning of the text as a whole	Author's Purpose Foreshadowing Hyperbole Simile Metaphor Personification Flashback Imagery Satire Connotation Synonym Antonym Diction	
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen	CC.1.5.9-10.A		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	critically, and present short formal presentations in response to the short stories.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and Essays in response to short stories	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis	Multiple assignments throughout the 9 weeks-ongoing

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Narrative Analyze Audience Interpret	
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		
	Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9-10.O		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		*Split blocks- start with the grammar assignments, and then go into literature. Multiple assignments throughout marking periods.
Grammar Units Sentence Structure Review	C.IE.3.1 Use conventions of standard written language.	C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes) C.IE.3.1.5 Demonstrate correct sentence formation.	Independent Clause Dependent Clause Run-Ons Fragments Phrases Sentence Structure Grammar Mechanics Punctuation	
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.N.1.2.4 Draw conclusions about connotations of words.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write a research paper supporting a claim made about a controversial issue in society. SW write in-text citations correctly. SW paraphrase and synthesize their findings. SW write a works cited correctly and use proper MLA formatting. SW use credible sources to find sufficient evidence to support their claims. SW use library resources correctly.	CC.1.4.9-10.V 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. CC.1.4.9-10.W 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. CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.	MLA Format Analyze Synthesize In-Text Citations Credible Sources Rough Draft Revise Research Works Cited Claim	~3-4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.		
Speaking and Listening Demonstration Speech	SW prepare and present a demonstration to the class. SW outline, create relevant visuals, and practice formal speaking skills.	CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	Outline Context Audience	~3-4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening Plays: <i>Twelve Angry Men</i> and <i>Of Mice and Men</i> <i>*some elements of nonfiction will be included in order to understand historical background/context</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Point of View Plot Figurative Language Allegory Allusion Parallels Author's Purpose Characterization Irony Inference Conflict Tone Voice Theme Evidence Act Scene	~14 Blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Writing Constructed Responses and Essays in response to <i>Twelve Angry Men</i> and <i>Of Mice and Men</i>	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Purpose Compare/Contrast Analyze	Multiple assignments throughout the unit

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	Sentence Structure Grammar Mechanics	
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.	Punctuation Audience	
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Novel- <i>Old Man and the Sea</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Setting Point of View Situational Irony Theme Allegory Symbolism Motif Style Imagery Metaphor Simile Personification Alliteration	~8 blocks
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the novel.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Constructed Responses and Essays in response to novel	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Narrative Analyze Synthesize Audience	Ongoing throughout unit
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		
	Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Reading Informational Text Elements of Nonfiction	L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.	Main Idea Author's Purpose Bias Propaganda Narrator/Speaker Rhetoric Ethos Pathos	~5 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.	Logos Text Structure Text Features Theme Tone Style Mood Fact Opinion Evidence	
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.		
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the texts.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Reading Literature Speaking and Listening Poetry	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Stanza Couplet Rhyme Rhyme Scheme Rhythm Meter Sonnet Limerick	~4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	Ballad Haiku Sound Devices Onomatopoeia Alliteration Figurative Language Simile Metaphor Personification Hyperbole Imagery Analyze Interpret	
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the literature.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening <i>Novel-To Kill A Mockingbird</i>	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	Plot Setting Point of View Situational Irony Theme Foreshadowing Characterization Allegory Symbolism Motif Style Imagery Metaphor Simile Personification Alliteration Dialect Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	~12 blocks (This unit will start in MP3 and continue in to MP4)
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the short stories.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Speaking and Listening <i>Novel-To Kill A</i> <i>Mockingbird</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Setting Point of View Situational Irony Theme Foreshadowing Characterization Allegory Symbolism Motif Style	~12 blocks (This unit will start in MP3 and continue in to MP4)

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	Imagery Metaphor Simile Personification Alliteration Dialect Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the short stories.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Constructed Responses and Essays in response to <i>To Kill a Mockingbird</i>	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for information and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, 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.	Constructed Response Prompt Transitions MLA Format Organizational Strategies Style Objective Tone Focus/Thesis Narrative Analyze Audience	Multiple assignments throughout the unit-ongoing

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.		
Reading Literature Speaking and Listening Short Stories- <i>The Illustrated Man</i>	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Plot Exposition Rising Action Climax Falling Action Resolution Setting Point of View Narrator	~8 Blocks (this unit will be flexible around the Keystones)

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	First Person Second Person Third Person Limited Third Person Omniscient Internal Conflict External Conflict Situational Irony Dramatic Irony Verbal Irony Inference Direct Characterization Indirect Characterization Mood Tone Voice Style Theme Allegory Symbol Author's Purpose Foreshadowing Hyperbole Simile Metaphor Personification Flashback Imagery Satire Connotation Synonym Antonym Diction	
	L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text the relationship between characters and other components of a text the development by authors of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of the text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. elements of the plot (e.g. exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of the text how the author structures plot to advance the action		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of the text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of the text as a whole		
	L.F. 2.1 Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F. 2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, and irony in a text.		
	L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.		
	L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words		
	SW engage in collaborative discussions, listen critically, and present short formal presentations in response to the short stories.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		
Vocabulary Acquisition and Use	Students will be able to define and apply grade specific and Keystone aligned vocabulary terms.	CC.1.2.9-10.J Acquire and use accurate 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. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	Define Apply Connotation Synonyms Antonyms Sentences Analogies *Vocabulary Lists	10 words every 2 weeks
Final Exam	SW complete a study guide for the final. SW prepare and take the final exam for the class.	All		~2-4 Blocks

English III

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and an analysis of American literature. English III is a full-credit required course for juniors that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- projects
- teacher made tests
- benchmark tests
- essays
- constructed responses
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Informational Text Early America	SW read and analyze nonfiction writings from the Puritan perspective to gain an understanding of the time period, the Puritan culture, and the interactions between Puritans and Native Americans.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I	Central idea Theme Bias Propaganda Word Choice Simile Metaphor Personification Audience Captivity Narrative Allusion Alliteration	7 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
Writing Autobiography Initial Writing Benchmark	SW write an autobiography following given criteria while focusing on inserting specific details in the writing to create a unique voice.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the	MLA Sentence Structure Compound Sentences Complex Sentences Semi-colon FANBOYS Transitions Grammar Voice Outline Introduction	2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.	Conclusion Elaboration Evidence	
Writing (Research)/Speaking and Listening	SW research given topics to gain background knowledge of essential information	CC.1.4.11–12.V 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	Synthesis Works Cited Database Credible Source	4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
<i>The Crucible</i> Research Presentations	leading into <i>The Crucible</i>. SW cite sources correctly.	sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.		
	SW present research to the class focusing on presentation delivery and audience engagement to inform the class about topics that are essential leading into <i>The Crucible</i>.	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a	Delivery Engagement Allegory	2. Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		
Reading Literature <i>The Crucible</i>	SW read the play and analyze the literal meaning as well as the allegorical meaning.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	Allegory Parallel Paradox Irony Setting Motive	10 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing <i>The Crucible</i>	SW write an essay in response to <i>The Crucible</i> analyzing and defending one of four prompts. SW use proper in-text citations for quoted and paraphrased evidence.	CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major	MLA Thesis Dynamic Stereotyped Transition Present Tense Citation Works Cited	4 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Informational Text Persuasive Speech Research Writing Persuasive Speech Research Speaking and Listening Persuasive Speech Presentations	Students will read reliable and objective sources. Students will write notecards and an outline, focusing on the claim, sound evidence, and a counterclaim. Students will create a works cited page and cite sources correctly.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	Claim Counterclaim Objective Paraphrase Citation	5 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.		
	Students will present persuasive speeches, focusing on delivery and content while adhering to criteria conveyed in a rubric.	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		
Reading Literature Romanticism - Washington Irving <i>Focus is on “The Legend of Sleepy Hollow” and “The Devil and Tom Walker” both by Washington Irving</i>	Students will read and analyze works from the Romantic period, focusing on dark romanticism written by Washington Irving. Students will identify the changes in American writing since the Puritan era.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E	Romanticism Dark Romanticism	5 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Informational Text Writing Speaking and Listening Edgar Allan Poe - Building Background	Students will read and find information on a given topic relating to Edgar Allan Poe. Students will work with a partner to create a podcast centered around the information they found. These are recorded and presented to the class. Students will watch the <i>Buried Alive</i> documentary to learn more about Poe's life. Students will answer questions on the documentary to help them focus on the information they need to learn.	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	Podcast Authentic voice Romanticism	5 blocks

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Edgar Allan Poe	Students will read and analyze several works written by Edgar Allan Poe.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that	Grotesque Arabesque	8 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Reading Informational Text Transcendentalism Works of Emerson and Thoreau	SW read and analyze the works of Ralph Waldo Emerson and David Thoreau, focusing on elements of transcendentalism and how the writings relate to the time period in which they were written.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D	Self-reliance intuition	10 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write a research paper analyzing the works and themes of an American author. SW write in-text citations correctly. SW paraphrase and synthesize their findings. SW write a works cited correctly and use proper MLA formatting. SW use credible sources to find sufficient evidence to support their claims. SW use library resources correctly.	CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension.	synthesize	13 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.		
Reading Literature <i>The Great Gatsby</i> Writing Constructed Response	SW read and analyze <i>The Great Gatsby</i> , focusing on comprehension, symbolism, and how the novel represents the time	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B	symbolism	10 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	period of the 1920s, especially in relation to the previous writings we have learned about. SW write a constructed response analyzing the novel.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
Final	SW complete a study guide for the final. SW prepare and take the final exam for this class.	All		2-4 blocks

Honors English III

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and an analysis of American literature. English III is a full-credit required course for juniors that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- projects
- teacher made tests
- benchmark tests
- essays
- constructed responses
- classroom discussions

***Note: Students enrolled in Honors English III will complete additional literary works and writing assignments that require deeper analysis, stronger critical-thinking skills, and greater independence than the standard English course.**

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Vocabulary Lists	Students will define and apply SAT level vocabulary.	CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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.		15 words every two weeks throughout the year
Informational Text Early America	SW read and analyze nonfiction writings from the Puritan perspective to gain an understanding of the time period, the Puritan culture, and the interactions between Puritans and Native Americans.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	Central idea Theme Bias Propaganda Word Choice Simile Metaphor Personification Audience Captivity Narrative	5 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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.	Allusion Alliteration	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
Reading Literature/Writing Creation Stories/Myths	SW read a Native American creation story to determine the differences in style, purpose, and audience when comparing Native American writing to Puritan writing.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Creation story Folklore Audience Style Purpose	1 block

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	SW write a creation story/myth of their own using the same elements found in a Native American creation story.	Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.X Write routinely over extended time frames (time for research,	MLA Myth Theme	1 block

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Writing Autobiography Initial Writing Benchmark	SW write an autobiography following given criteria while focusing on inserting specific details in the writing to create a unique voice.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	MLA Sentence Structure Compound Sentences Complex Sentences Semi-colon FANBOYS Transitions Grammar Voice Outline Introduction Conclusion Elaboration Evidence	1 block to prepare then completed outside of class

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.		
Writing (Research)/Speaking and Listening <i>The Crucible</i> Research Presentations	SW research given topics to gain background knowledge of essential information leading into <i>The Crucible</i>. SW cite sources correctly.	CC.1.4.11–12.V 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. CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.	Synthesis Works Cited Database Credible Source	2.5 Blocks
	SW present research to the class focusing on presentation delivery and	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on	Delivery Engagement Allegory	1.5 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	audience engagement to inform the class about topics that are essential leading into <i>The Crucible</i> .	others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		
Reading Literature <i>The Crucible</i>	SW read the play and analyze the literal meaning as well as the allegorical meaning.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B	Allegory Parallel Paradox Irony Setting Motive	10 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Vocabulary Lists	Students will define and apply SAT level vocabulary.	CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		15 words every two weeks throughout the year

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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.		
Writing <i>The Crucible</i>	SW write an essay in response to <i>The Crucible</i> analyzing and defending one of four prompts. SW use proper in-text citations for quoted and paraphrased evidence.	CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	MLA Thesis Dynamic Stereotyped Transition Present Tense Citation Works Cited	4 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Informational Text Persuasive Speech Research Writing Persuasive Speech Research	Students will read reliable and objective sources. Students will write notecards and an outline, focusing on the claim, sound evidence, and a counterclaim.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and	Claim Counterclaim Objective Paraphrase Citation	5 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Speaking and Listening Persuasive Speech Presentations	Students will create a works cited page and cite sources correctly.	beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.		
	Students will present persuasive speeches, focusing on delivery and content while adhering to criteria conveyed in a rubric.	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of		2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		
Reading Literature Romanticism - Washington Irving <i>Focus is on “The Legend of Sleepy Hollow” and “The Devil and</i>	Students will read and analyze works from the Romantic period, focusing on dark romanticism written by Washington Irving. Students will identify the changes in American	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	Romanticism Dark Romanticism	5 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Tom Walker” both by Washington Irving	writing since the Puritan era.	CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Reading Informational Text Writing Speaking and Listening Edgar Allan Poe - Building Background	Students will read and find information on a given topic relating to Edgar Allan Poe. Students will work with a partner to create a podcast centered around the information they found. These are recorded and presented to the class. Students will watch the <i>Buried Alive</i> documentary to learn more about Poe's life. Students will answer questions on the documentary to help them focus on the information they need to learn.	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F	Podcast Authentic voice Romanticism	5 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Vocabulary Lists	Students will define and apply SAT level vocabulary.	CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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.		15 words every two weeks throughout the year

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Edgar Allan Poe	Students will read and analyze several works written by Edgar Allan Poe.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar	Grotesque Arabesque	7 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Reading Informational Text Transcendentalism Works of Emerson and Thoreau	SW read and analyze the works of Ralph Waldo Emerson and David Thoreau, focusing on elements of transcendentalism and how the writings relate to the time period in which they were written.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E	Self-reliance intuition	9 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Transcendentalism <i>Dead Poet's Society</i>	SW watch and analyze transcendentalist concepts in <i>Dead Poet's Society</i>. SW write an essay about the struggle between individuality and conformity based on what was learned in this unit as well as in the movie.	CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	conformity	4 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Vocabulary Lists	Students will define and apply SAT level vocabulary.	CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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.		15 words every two weeks throughout the year

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write a research paper analyzing the works and themes of an American author.	CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	synthesize	13 blocks
	SW write in-text citations correctly.	CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
	SW paraphrase and synthesize their findings.	CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.		
	SW write a works cited correctly and use proper MLA formatting.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.		
	SW use credible sources to find sufficient evidence to support their claims.	CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.		
	SW use library resources correctly.	CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension.		
		CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.		
Reading Literature <i>The Great Gatsby</i> Writing Constructed Response	SW read and analyze <i>The Great Gatsby</i>, focusing on comprehension, symbolism, and how the novel represents the time period of the 1920s, especially in relation to the previous writings we have learned about. SW write a constructed response analyzing the novel.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content	symbolism	10 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
Final	SW complete a study guide for the final. SW prepare and take the final exam for this class.	All		2-4 blocks

English IV

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and an analysis of English literature. English IV is a one credit, required course for seniors that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- projects
- teacher made tests
- benchmark tests
- essays
- constructed responses
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Informational Text Anglo-Saxon Period	SW read to analyze the characteristics of Anglo-Saxon culture	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political,	scop heroic poetry elegiac poetry epic poetry epic hero kenning archetype motifs mutability alienation comitatus narrative anthropomorphism epithet theme	16 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature <i>Beowulf</i> Anglo-Saxon poetry Anglo-Saxon Riddles <i>The Hobbit</i>	SW read and analyze literature and identify and understand the elements that show the relationship of it to the culture and history.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Constructed Response for Anglo-Saxon Works	SW write constructed responses showing their understanding and analysis of the Anglo-Saxon works	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Oral Presentation	SW research and present a GS show presenting the	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Anglo-Saxon Culture	characteristics of Anglo-Saxon culture	expressing their own clearly and persuasively. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Informational Text Medieval Period	SW identify the important aspects of medieval culture and its importance to medieval history and literature	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	feudalism guilds common law primogeniture law romance literature ballads	7 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature Medieval ballads <i>The Canterbury Tales</i> Legends of King Arthur	SW read and analyze literature while identifying and understanding the elements that show the relationship of it to the culture and history of the time.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or	incremental repetition conventional/stock phrases telescoping allegory miracle plays morality plays dialect allegory theme satire riony courtly love chivalry romance hero	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response for Medieval works	SW write constructed responses showing their understanding and analysis of the Medieval works	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Informational Text The Renaissance	SW read to analyze the characteristics of the culture of the Elizabethan period	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	humanist metaphysical	15 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature Shakespearean poetry other poets/poetry <i>Macbeth</i>	SW read, analyze and recognize the artistry of Shakespeare and other Elizabethan poets and recognize how historical events are reflected in the diverse literature of the era	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American	pathos blank verse sonnet dramatic irony aside soliloquy chiarascuro conceit paradox apostrophe	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to works of the Renaissance	SW write constructed responses showing their understanding and analysis of the works of the Renaissance	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Informational Text The Restoration	SW read to understand the history of the time period and its influence on the novel	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Jacobites Whigs Tories Romanticism	4 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature Works of Pepys, Defoe, Swift, Pope, Johnson, Cervantes	SW understand the relationship between social concepts and satire, recognize recurrent themes of the era, and contrast the language of the age with modern English	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	epigram elegy epitaph wit satire parody	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to works of the Restoration	SW write constructed responses showing their understanding and analysis of the Restoration	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Informational Text The Romantic Age	SW understand the stylistic characteristics of Romantic literature and its poetry while evaluating the philosophical, political, religious, ethical, and social influence of the era	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	gothic dirge ode sonnet metaphor/simile tone theme apostrophe paradox personification imagery	3 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature Poetry Romantic Poets Burns Blake Wordsworth Byron Shelley Keats Coleridge Writing	SW understand the stylistic characteristics of Romantic literature and its poetry while evaluating the philosophical, political, religious, ethical, and social influence of the era	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to Romantic works	SW write constructed responses showing their understanding and analysis of Romantic works	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write research paper analyzing the works and themes of a British author SW use in-text citations correctly and	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.	synthesize paraphrase direct quote summary Analyze MLA	16 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	create a works cited document in MLA formatting SW paraphrase and synthesize their findings SW use credible sources to research and find sufficient evidence to support a thesis statement SW use library and internet sources correctly	CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11-12.V 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. CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11-12.X 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 discipline-specific tasks, purposes and audiences.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Informational Text The Victorian Age	SW identify, analyze, and interpret the structure, diction, and language of the Victorian Age and analyze how the social problems and anxieties of the age are revealed in the literature	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical	evangelicalism utilitarianism dramatic monologue prose imagery	4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Poetry Victorian poets	SW analyze poetry for meaning and cultural influence	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Constructed Response in response to literature from the Victorian Age	SW write responses demonstrating an understanding of the Victorian Age	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Informational Text	SW recognize the influence of war on	CC.1.2.11–12.A Determine and analyze the relationship between two or more central		2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
The Modern Era	modern writers both through poetry and short stories	ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature war poetry short stories	SW read and analyze how poets expressed their beliefs about war and the social concerns of the time	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Constructed Response in response to texts of the Modern Era	SW write to express their understanding of an author's perspective on war and society	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature <i>Lord of the Flies</i>	SW read and analyze the novel, focusing on comprehension, symbolism, conflict, and motivation	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature,	plot mood/tone conflict foils motivation stereotype	15 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to the novel and its characters	SW write a constructed response analyzing the novel and its characters	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Informational Text Informational Speech Research	SW read and research using reliable sources for information SW utilize notecards and an outline, focusing on giving understandable information on a topic SW create a works cited page and cite sources according to MLA	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E		4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Speaking and Listening Informational Speech Presentations	SW present speeches in front of the class as they actively listen	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Final Project Career Unit Resume	SW complete a final project that includes a collection of writing	*All writing standards*		2 Blocks/ongoing throughout

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Letter of Application College Prep	responses and other materials completed throughout the year with a personal analysis			marking period

Honors English IV

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and an analysis of English literature. Honors English IV is a one credit, required course for seniors that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- projects
- teacher made tests
- benchmark tests
- essays
- constructed responses
- classroom discussions

***Note: Students enrolled in Honors English IV will complete additional literary works and writing assignments that require deeper analysis, stronger critical-thinking skills, and greater independence than the standard English course.**

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Informational Text Anglo-Saxon Period	SW read to analyze the characteristics of Anglo-Saxon culture	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H	scop heroic poetry elegiac poetry epic poetry epic hero kenning archetype motifs mutability alienation comitatus narrative anthropomorphism epithet theme	16 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature <i>Beowulf</i> Anglo-Saxon poetry Anglo-Saxon Riddles <i>The Hobbit</i>	SW read and analyze literature and identify and understand the elements that show the relationship of it to the culture and history.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response for Anglo-Saxon Works	SW write constructed responses showing their understanding and analysis of the Anglo-Saxon works	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Oral Presentation Anglo-Saxon Culture	SW research and present a GS show presenting the characteristics of Anglo-Saxon culture	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Informational Text Medieval Period	SW identify the important aspects of medieval culture and its importance to medieval history and literature	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what	feudalism guilds common law primogeniture law romance literature ballads	7 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate general academic and domain specific		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature Medieval ballads <i>The Canterbury Tales</i> Legends of King Arthur	SW read and analyze literature while identifying and understanding the elements that show the relationship of it to the culture and history of the time.	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences,	incremental repetition conventional/stock phrases telescoping allegory miracle plays morality plays dialect allegory theme satire riony courtly love chivalry romance hero	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Constructed Response for Medieval works	SW write constructed responses showing their understanding and analysis of the Medieval works	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Informational Text The Renaissance	SW read to analyze the characteristics of the culture of the Elizabethan period	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and	humanist metaphysical	15 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature Shakespearean poetry other poets/poetry <i>Macbeth</i>	SW read, analyze and recognize the artistry of Shakespeare and other Elizabethan poets and recognize how historical events are reflected in the diverse literature of the era	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.	pathos blank verse sonnet dramatic irony aside soliloquy chiaroscuro conceit paradox apostrophe	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to works of the Renaissance	SW write constructed responses showing their understanding and analysis of the works of the Renaissance	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Informational Text The Restoration	SW read to understand the history of the time period and its influence on the novel	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Jacobites Whigs Tories Romanticism	4 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature Works of Pepys, Defoe, Swift, Pope, Johnson, Cervantes	SW understand the relationship between social concepts and satire, recognize recurrent themes of the era, and contrast the language of the age with modern English	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C	epigram elegy epitaph wit satire parody	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to works of the Restoration	SW write constructed responses showing their understanding and analysis of the Restoration	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Informational Text The Romantic Age	SW understand the stylistic characteristics of Romantic literature and its poetry while evaluating the philosophical, political, religious, ethical, and social influence of the era	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	gothic dirge ode sonnet metaphor/simile tone theme apostrophe paradox personification imagery	3 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature Poetry Romantic Poets Burns Blake Wordsworth Byron Shelley	SW understand the stylistic characteristics of Romantic literature and its poetry while evaluating the philosophical, political, religious, ethical, and social influence of the era	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Keats Coleridge Writing		Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to Romantic works	SW write constructed responses showing their understanding and analysis of Romantic works	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Research Paper	SW write research paper analyzing the works and themes of a British author SW use in-text citations correctly and create a works cited document in MLA formatting SW paraphrase and synthesize their findings SW use credible sources to research and find sufficient evidence to support a thesis statement SW use library and internet sources correctly	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	synthesize paraphrase direct quote summary Analyze MLA	16 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11-12.V 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. CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11-12.X 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 discipline-specific tasks, purposes and audiences.		
Informational Text The Victorian Age	SW identify, analyze, and interpret the structure, diction, and language of the Victorian Age and analyze how the social problems and anxieties of the age are revealed in the literature	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	evangelicalism utilitarianism dramatic monologue prose imagery	4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Poetry Victorian poets	SW analyze poetry for meaning and cultural influence	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g.,		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to literature from the Victorian Age	SW write responses demonstrating an understanding of the Victorian Age	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Informational Text The Modern Era	SW recognize the influence of war on modern writers both through poetry and short stories	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.		2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Reading Literature war poetry short stories	SW read and analyze how poets expressed their beliefs about war and the social concerns of the time	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
Writing Constructed Response in response to texts of the Modern Era	SW write to express their understanding of an author's perspective on war and society	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Literature Novel- 1984	SW read and analyze the dystopian novel, focusing on comprehension, symbolism, conflict, and motivation	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.		*This unit overlaps with other units in MP3. Reading is assigned outside of class for in class discussion and assignments,*

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate general academic and domain-specific words		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature <i>Lord of the Flies</i>	SW read and analyze the novel, focusing on comprehension, symbolism, conflict, and motivation	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences,	plot mood/tone conflict foils motivation stereotype	15 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurate 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Constructed Response in response to the novel and its characters	SW write a constructed response analyzing the novel and its characters	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Informational Text Informational Speech Research	SW read and research using reliable sources for information SW utilize notecards and an outline, focusing on giving understandable information on a topic SW create a works cited page and cite sources according to MLA	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.		4 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurate 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. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
Speaking and Listening Informational Speech Presentations	SW present speeches in front of the class as they actively listen	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Final Project Career Unit Resume Letter of Application College Prep	SW complete a final project that includes a collection of writing responses and other materials completed throughout the year with a personal analysis	*All writing standards*		2 Blocks/ongoing throughout marking period

9th - 12th GRADE READING LISTS

NINTH GRADE

NOVELS:

Animal Farm
Tuesdays with Morrie

PLAYS:

Romeo and Juliet

POETRY:

“Rime of the Ancient Mariner”
“Cremation of Sam McGee”
“Annabel Lee”
“Lady of Shalott”
“Casey at the Bat”
"Hope" is the thing with feathers”
“Fame is a fickle food”
“Fire and Ice”
“I Wandered Lonely as a Cloud”
“In Just”
“Mirror”
“Once by the Pacific”
“The Letter”
“The Guitarist Tunes”

“Splinter”
“The Span of Life”
“Sanctuary”
Various haikus
“Fog”
“Women”
“The courage that my mother had”
“Advice for Stegosaurus”
“Possum Crossing”

“I Hear America Singing”
“From Song of Myself, Number 32”

SHORT STORIES:

“The Scarlet Ibis”
“The Necklace”
“The Gift of the Magi”
“The Most Dangerous Game”
“Once Upon a Time”
“The Interlopers”
“The Old Man at the Bridge”
“The Fenris Wolf”
“The Wife’s Story”
“The Sniper”
“Thank You Ma’am”

PROSE:

“In the Current”
“Hurricane”
“Homeless”
“I Have a Dream”
“How to Eat a Guava”
“Black Elk Speaks”
“Romeo and Juliet in Bosnia”
“Lincoln’s Reply to His Stepbrother”
Einstein’s letter to FDR
“from An Indian’s Views of Indian Affairs”
Advice letters from: Regan, Vonnegut, and Fry
“Poe’s Death Is Rewritten as Rabies, Not Case of Telltale Alcohol”
“Being Prey”
“From Boy”
JFK Rice Stadium Moon Speech
The Gettysburg Address
“Day of Infamy”
Articles on 9/11

TENTH GRADE

NOVELS:

To Kill a Mockingbird
Old Man and the Sea
The Illustrated Man

PLAYS:

Twelve Angry Men
Of Mice and Men

POETRY:

“Mirror”
“Ornamental Sketch with Verbs”
“The Lake Isle of Innisfree”
“A Birthday”
“The Base Stealer”
“Tableau at Twilight”
“Two Bodies”
“The Lake”
“Birches”
“Cavalry Crossing a Ford”
“She Sweeps with ‘Many-Colored Brooms’”
“Reapers”
“The Road Not Taken”
“Do Not Go Gentle”
“Exile”
“The Stayer”
“Same Song”
“Eating Together”
“Shall I Compare Thee to a Summer's Day?”
“Grape Sherbet”
“The Legend”
“Ode to My Socks”
“The Summer I was Sixteen”
“I Am Offering This Poem”

“Heart! We Will Forget Him”
“The Moon was but a Chin of Gold”
“Simile”
“Miss Rosie”
“This Morning”
“Sea Fever”
“Bonny Barbara Allen”
“Ballad of the Landlord”
“Pathedy of Manners”
“Those Winter Sundays”
“The Letter”
“Metaphors”
“Toads”
“Dream Deferred”
“Curiosity”
“The State”
“The Bells”

SHORT STORIES:

“Leiningen Versus the Ants”	“The Monkey’s Paw”
“The Rockpile”	“The Princess and the Tin Box”
“The Masque of the Red Death”	“Contents of a Dead Man’s Pockets”
“A Pair of Silk Stockings”	“The Bet”
“Where Have You Gone Charming Billy”	“The Possibility of Evil”
“The Trip”	“Marigolds”
“Through the Tunnel”	“The Beginning of Grief”
“The Pedestrian”	

PROSE:

“The Car We Had to Push”
“Malcolm X”
“How Long the Heart Remembers”
“Free Mindas and Hearts at Work”
“There Comes a Time When People Get Tired”
“from Silent Spring, A Fable for Tomorrow”
“Kiss and Tell”

“Cesar’s Way”
“Pack of Lies”
“Target Real Violence”
“Harmless Fun”
“Car Sickness”
“The Summit”
“The Secret Room”
“My First Free Summer”
“The Man in the Water”
“Two Kinds”
“R.M.S. Titanic”

ELEVENTH GRADE

NOVELS:

The Great Gatsby

PLAYS:

The Crucible

SHORT STORIES:

“The Legend of Sleepy Hollow”
“The Devil and Tom Walker”
“Hop Frog”
“The Cask of Amontillado”
“Review of The Tell Tale Heart”
“The World on the Turtle’s Back”
“The Fall of the House of Usher”

POETRY:

Review of The Raven

Various poems by Dickinson, Bradstreet, Bryant, Longfellow, Holmes, Whitman, Frost, Hughes

PROSE:

Emerson’s Essays

Thoreau’s Walden

Equiano “A Narrative of Captivity”
Edwards “Sinners in the Hand of an Angry God”

TWELFTH GRADE

NOVELS:

1984
Lord of the Flies
The Hobbit

PLAYS:

Macbeth
Hamlet

SHORT STORIES:

“The Secret Sharer”	“The Door in the Wall”
“The Open Window”	“A Room of One’s Own”
“Araby”	“The Rocking-Horse Winner”
“Miss Brill”	“The Duke’s Children”
“Shooting an Elephant”	“Across the Bridge”
“An Astrologer’s Day”	“Homage for Isaac Babel”
“The Train from Rhodesia”	“Dead Men’s Path”

POETRY:

Beowulf
The Canterbury Tales
Shakespearean sonnets
Poems from Coleridge, Shelley, Keats, Tennyson, the Brownings, Hardy, Wordsworth, the Metaphysical poets, Arnold, Hardy, Yeats.....