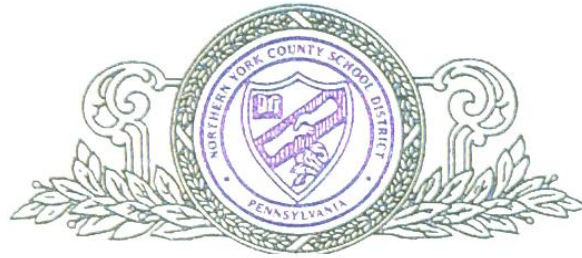


NORTHERN YORK COUNTY SCHOOL DISTRICT



1110 Honors English I

August 2013

NORTHERN YORK COUNTY SCHOOL DISTRICT
1110 Honors English I

I. Philosophy

Honors English I enables the development of students' critical thinking skills through study and analysis of fiction and nonfiction. Their written work should reflect their observations from the assigned reading of prose and poetry, as well as concepts presented during class. They should demonstrate personal growth in problem analysis, vocabulary knowledge, language usage, and reading competency through discussion, grammar and writing exercises, compositions, and tests.

II. Core Concepts

A. Key feature of course (key understandings, assignments, reoccurring activities, projects)

This college preparatory course encourages independent thinking and creativity through discussion and written analysis of literary works. The writing assignments strengthen the students' skills in the four areas of composition: exposition, narration, persuasion, and description. By studying the structure of the language (including usage and mechanics), students learn how to refine their writing techniques. The reading program, which is coordinated with the ninth grade social studies course, enhances the students' appreciation of literature and its historical significance.

B. Course of Study

1. Marking Period 1: fiction—short story; nonfiction—personal essays, reports, biography, and autobiography; epic poetry; composition; grammar; usage
2. Marking Period 2: Greek theater/drama, Shakespearean drama, composition, grammar, usage
3. Marking Period 3: novels—*A Tale of Two Cities*, *The Count of Monte Cristo*, composition, grammar, usage
4. Marking Period 4—poetry, novel—*Animal Farm*, composition, grammar, usage

C. Texts and Resources

Textbook: *Elements of Literature*
English Composition and Grammar (fifth course)

Supplemental Texts: *Adventures in Reading*
Outlooks
The Merchant of Venice
A Tale of Two Cities
The Count of Monte Cristo

D. Expected Levels of Achievement

Grading System:

93-100	=	A	(excellent progress)
85-92	=	B	(above average progress)
77-84	=	C	(average progress)
70-76	=	D	(below average progress)
Below 70	=	F	(failing)
Unfinished	=	I	(some incomplete work)

E. Procedures for Evaluation

literature tests: reading comprehension, application of literary techniques, essay, literary terms, vocabulary

unit tests in grammar, usage, and mechanics

process writing: expository essay, essays of analysis (argumentative/interpretive), personal essay

class participation

midterm and final exams

make-up work guidelines:

Students may complete missed assignments and tests by making arrangements with the subject teacher as soon as they return to school. All work should be made up in a timely manner. Study assistance may be scheduled for a student before or after school.

Northern York County School District Curriculum

Course Name	Honors English I—1110
Grade Level	Ninth
Credits	1.00 Credit (Weighted GPA)
Instructional Procedures	<ul style="list-style-type: none"> • reading and responding • note-taking • class discussion by referencing study guides and texts • teacher presentations • explanation—example—application

Unit 1	Short Story			
Time Frame	Three weeks			
1.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Use close-reading strategies of note-taking to comprehend literature and make observations.	What explicit and implicit evidence contributes to the statement of theme?	CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	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.	suspense foreshadowing inference
Use appropriate strategies to make and support interpretations of literature.	How does interpreting facts extend the meaning of the story?	CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	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.	plot (elements) setting characterization prejudice atmosphere (mood) verbal irony

<p>Determine or clarify the meanings of words in a literary work.</p>	<p>What are the details of character development and how are they significant in judging behavior?</p> <p>How well does the work present or imitate reality?</p> <p>How are ideas, feelings, and attitudes conveyed?</p> <p>To what degree do the language, the development, and the structure of the work verify its artistic value?</p> <p>How does the work's structure develop its theme?</p> <p>How do imagery, allusions, and symbols contribute to the theme?</p> <p>How do the details of both external and internal conflicts impact plot development?</p> <p>How is literary analysis expressed in writing?</p> <p>How do details foreshadow developments in the plot?</p> <p>How do diction and syntax establish the tone?</p>	<p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p> <p>CC.1.3.9-10.I</p>	<ul style="list-style-type: none"> • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a 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 <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>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, dialect, allusion, and irony in a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about</p>	<p>flashback</p> <p>values</p> <p>Chinese culture</p> <p>rite of passage</p> <p>civil war</p> <p>tone</p> <p>direct characterization</p> <p>indirect characterization</p> <p>epiphany</p> <p>dialect</p> <p>informal standard English</p> <p>formal standard English</p>
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	<p>How are context clues used to determine word meanings?</p> <p>How do literary elements, language usage, and vocabulary enhance the meaning and value of a short story?</p>	<p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>connotations of words.</p> <p>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.</p> <p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p>	
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Unit 2	Nonfiction			
Time Frame	Three weeks			
2.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Identify the author's purpose and his/her method of development.	<p>Is the main idea directly stated or implied and how is it developed?</p> <p>What is the process of inferring the main idea of an essay?</p> <p>What is the relationship between generalizations and details?</p> <p>What distinguishes subjective writing from objective?</p> <p>How does the style of a piece contribute to its meaning?</p> <p>What methods of writing are implemented in the nonfiction essay?</p> <p>In what ways does the essay appeal to emotion?</p> <p>How does the purpose of a report serve to effect social change?</p> <p>When reading a report, why is an understanding of objectivity and propaganda necessary for a critical judgment?</p>	CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>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.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a</p>	<p>report</p> <p>personal essay</p> <p>biography</p> <p>autobiography</p> <p>statistics</p> <p>example</p> <p>analogy</p> <p>anecdote</p> <p>definition</p> <p>validity</p> <p>bias</p> <p>subjective</p> <p>objective</p> <p>fact</p> <p>opinion</p> <p>suspense</p> <p>foreshadowing</p> <p>inference</p> <p>plot (elements)</p>

<p>Analyze the purposes and effectiveness of literary elements.</p>	<p>How does point of view influence an audience's response to the work?</p> <p>How do a character's beliefs and values determine motivation and behavior?</p> <p>How do descriptions of animals as if they had human motives, emotions, and characteristics affect the audience's response to the animals?</p> <p>How do images or descriptive details provide for a convincing account of an event?</p> <p>How do human-interest stories provide significant information and contribute to the mood and the tone?</p>	<p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p>	<p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> 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 a text as a whole <p>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.</p> <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text <p>L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>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.</p> <ul style="list-style-type: none"> 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 a text how the author structures plot to advance the action <p>L.N.2.3.4 Explain, interpret,</p>	<p>propaganda</p> <p>first person point of view: subjective detached</p> <p>third person point of view: omniscient limited</p> <p>direct characterization</p> <p>indirect characterization</p> <p>epiphany</p> <p>dialect</p> <p>informal standard English</p> <p>formal standard English</p>
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<p>Implement strategies to determine the meanings of unfamiliar or ambiguous words.</p>	<p>How do imagery, symbolism, irony, and allusion contribute to theme?</p> <p>How is satire conveyed?</p> <p>How does overstatement affect tone?</p> <p>How does irony convey meaning?</p> <p>How does diction convey the meaning of an event?</p> <p>How does the study of frequently-confused words facilitate comprehension?</p>	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.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.</p>	<p>compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a 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 <p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</p>	
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<p>Analyze the validity of the information and the effectiveness of bias and propaganda in literary nonfiction.</p>	<p>How does diction convey the time period of the work?</p> <p>How do puns contribute to description of a scene or the meaning of a speech or dialogue?</p> <p>What are the advantages of jargon in creating verisimilitude?</p> <p>How do action-specific verbs create a vivid scene?</p> <p>How does figurative language enhance the scene, event, or action?</p> <p>How do specific words recreate a scene and evoke emotion?</p> <p>What questions can be posed for an interview with an author?</p> <p>Through a report, how can facts be deduced about the past?</p> <p>How does a writer control the audience's perception of events?</p>	<p>CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p>	<p>L.N.2.5.1 Differentiate between fact and opinion.</p> <p>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text</p> <p>L.N.2.5.3 Distinguish essential from nonessential information.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>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.</p>	
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<p>Explain the historical and literary significance of seminal US documents.</p> <p>During class discussion and in essay, express observations and interpretations of the nonfiction text.</p> <p>Compare and contrast documentaries about events, eras, and personages with text information.</p> <p>Analyze the form of literary nonfiction and compare it to that of fiction.</p> <p>Apply close-reading and note-taking strategies for comprehension.</p>	<p>What issues embody the Gettysburg Address?</p> <p>How is the US Constitution a living document?</p> <p>What distinguishes fiction from nonfiction?</p> <p>During evaluation of a report, what images lend verisimilitude to people and places, what figures of speech portray the</p>	<p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	
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	<p>unfamiliar, and what human-interest aspect is evident?</p> <p>How does a report differ from a personal essay?</p> <p>When does a report become propaganda?</p>			
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Unit 3	Composition			
Time Frame	All year			
3.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Write expository and descriptive pieces to explain or summarize information.	<p>How is a process explained?</p> <p>How can an experience at a sporting event (as a player or a spectator) be described with images of sight, sound, taste, touch, and smell?</p> <p>How can a human-interest story about a momentous event be reported?</p>	<p>CC.1.4.9-10.A Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient 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 aiding comprehension.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary 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 </p>	<p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p>	<p>expository</p> <p>descriptive</p> <p>narrative</p> <p>persuasive</p> <p>content</p> <p>organization</p> <p>style</p> <p>voice</p> <p>tone</p> <p>unity</p> <p>coherence</p> <p>conciseness</p> <p>transition</p> <p>diction</p> <p>sentence structure</p> <p>topic sentence</p> <p>restriction sentence</p> <p>thesis statement</p> <p>sentence fragment</p> <p>run-on</p> <p>subordinating</p>

<p>Write essays of analysis. (argumentative/critical/interpretive)</p>	<p>What are the guidelines for choosing and evaluating reasons?</p> <p>In an inductive argument, what is the evidence for the conclusion?</p> <p>How are the generalizations or observations explained by the evidence?</p> <p>In a deductive argument, how does the conclusion develop from the premises?</p> <p>How is the credibility of characters, setting, and events in the story evaluated?</p> <p>What is the theme of the essay being evaluated and how do the mood and tone affect the development?</p> <p>Is this statement of theme broad enough to encompass what is significant in the essay?</p> <p>How is a character analyzed</p>	<p>they are writing.</p> <ul style="list-style-type: none"> Establish and maintain a formal style. <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> Introduce the precise claim. <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to 	<p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>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.</p> <p>C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p>C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.IE.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p>	<p>conjunction</p> <p>relative pronoun</p> <p>relative adverb</p> <p>coordinating conjunction</p> <p>correlative conjunction</p> <p>parallelism</p> <p>coherence</p> <p>transition</p> <p>thesis statement</p> <p>inductive reasoning</p> <p>generalization</p> <p>fallacy</p> <p>deductive reasoning</p> <p>syllogism</p> <p>stereotype</p> <p>cause and effect</p> <p>false analogy</p> <p>either-or fallacy</p> <p><i>non sequitur</i></p> <p>circular reasoning</p> <p>begging the question</p> <p>audience</p> <p>fact</p> <p>opinion</p>
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<p>Write narratives.</p>	<p>with detailed evidence— description of appearance, speech, and actions?</p> <p>How do details enhance the argument?</p> <p>How does journal-writing serve as a basis for an autobiographical report?</p> <p>How can a test of one’s courage and endurance be expressed?</p> <p>How can a natural disaster be narrated?</p>	<p>the norms of the discipline in which they are writing.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</p>	<p>position statement</p> <p>attitude</p> <p>bias</p> <p>subjectivity</p> <p>objectivity</p> <p>report</p> <p>personal essay</p> <p>statistics</p> <p>example</p> <p>analogy</p> <p>anecdote</p> <p>definition</p> <p>validity</p>
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<p>Type all formal essays and save to the server file, as well as to the student's personal computer, to facilitate revisions.</p>	<p>What transitions are necessary for the sequential flow among ideas?</p> <p>How can sentence structure be varied?</p> <p>How can sentences be combined to provide transition and to eliminate redundancy?</p>	<p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p>		
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Time Frame	All year			
4.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Recognize and utilize subject-verb and subject-verb-complement patterns.</p> <p>Understand the functions of prepositional, verbal, and appositive phrases in order to vary sentence structure.</p> <p>Understand the functions of independent and subordinate clauses in order to write complex sentences.</p>	<p>How is an understanding of sentence structure important to writing?</p> <p>How do the parts of a sentence function interdependently?</p> <p>How do complements function as predicate nominatives, predicate adjectives, direct objects, indirect objects, and object complements?</p> <p>How do adjective and adverb prepositional phrases modify words?</p> <p>How do appositives, participles, gerunds, infinitives, and their phrases function in sentences?</p> <p>What are the distinctions between independent and subordinate clauses?</p>	<p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest 	<p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.A.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.6, C.A.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.A.3.1.5 Demonstrate correct sentence formation.</p>	<p>sentence</p> <p>subject</p> <p>verb</p> <p>predicate</p> <p>action verb</p> <p>linking verb</p> <p>helping verb</p> <p>verb phrase</p> <p>complement</p> <p>direct object</p> <p>indirect object</p> <p>predicate noun</p> <p>predicate adjective</p> <p>adverbial noun</p> <p>appositive</p> <p>object complement</p> <p>noun of address</p> <p>coordinating conjunction</p> <p>correlative conjunction</p> <p>subordinating</p>

<p>Classify sentences according to structure.</p>	<p>How do adjective and adverb clauses modify words?</p> <p>How do noun clauses function in a sentence?</p> <p>How are sentences classified as simple, compound, complex, or compound-complex?</p> <p>How are sentences and/or paragraphs illustrating the four types of sentences written?</p>			<p>conjunction</p> <p>preposition</p> <p>prepositional phrase</p> <p>adjective</p> <p>adverb</p> <p>sentence combining</p> <p>parallelism</p> <p>independent clause</p> <p>dependent clause: noun adjective adverb</p> <p>verbals: gerund participle infinitive</p> <p>sentence classification</p> <p>simple sentence</p> <p>compound sentence</p> <p>complex sentence</p> <p>compound-complex sentence</p>
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Unit 5	Usage/Mechanics			
Time Frame	All year			
5.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Understand and apply the conventions of standard English in oral and written expression.</p> <p>Apply two general usage rules for standard English: (a) a verb agrees with its subject in number (b) a pronoun agrees with its antecedent in number and gender.</p> <p>Identify and use the nominative and objective forms of personal pronouns <i>who</i> and <i>whom</i> correctly in writing</p> <p>Form the past and past participles of regular and irregular verbs.</p> <p>Form the six tenses with the eight modifications.</p>	<p>What is the purpose of agreement: subject/verb and pronoun/antecedent?</p> <p>How are sentences revised for subject-verb agreement and pronoun-antecedent agreement?</p> <p>How do the case forms of pronouns function in sentences?</p> <p>How are sentences revised for the correct pronoun forms?</p> <p>What are the meanings and purposes of the different tenses?</p>	<p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>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).</p> <p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p>	<p>subject/verb agreement</p> <p>pronoun/antecedent agreement</p> <p>number</p> <p>nominative case</p> <p>objective case</p> <p>possessive case</p> <p>positive</p> <p>comparative</p> <p>superlative</p> <p>tense</p> <p>progressive</p> <p>emphatic</p> <p>active voice</p> <p>passive voice</p> <p>mood: indicative imperative</p>

Distinguish between active and passive voice.	How are verbs classified by voice and what are the purposes?			subjunctive
	How are passive voice sentences revised to active voice and vice-versa?			transitive active
Understand the forms of the six troublesome verbs.	How do the forms of the six verbs—lie-lay, sit-set, rise-raise—function?			transitive passive
Form and use comparatives and superlatives of adjectives and adverbs.	How are sentences with the adjective and adverb forms of bad-badly, good-well, and slow-slowly revised?			intransitive linking
	How are sentences containing comparative and superlative forms of adjectives and adverbs revised?			intransitive complete
Correct dangling and misplaced modifiers.	How are sentences containing dangling and misplaced modifiers revised?			
Identify and correct common spelling confusions and nonstandard usages.				
Recognize and apply rules for capitalization, end marks, and commas to make writing clear.	What are the rules for capitalization and commas?			

Use semicolons, colons, and apostrophes, underlining, and quotation marks where appropriate to make writing clear.	How do semicolons, colons, apostrophes, underlining, and quotation marks function in sentences?			
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Time Frame	Three weeks			
6.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Understand the historical background of Homer's life, including the <i>Iliad</i>, and ancient Greek culture.</p>	<p>What is the significance of the historical background to the <i>Odyssey</i>?</p> <p>How are Greek values reflected in Odysseus' and Penelope's thoughts and actions?</p> <p>Who are the major Greek gods and goddesses and what are their powers, domains, and symbols?</p>	<p>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 non-fiction.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and</p>	<p>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.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or</p>	<p>Greek gods and goddesses: domain, power, symbol</p> <p>divine intervention</p> <p>Greek city-states</p> <p>Mediterranean</p> <p>Athens</p> <p>Sparta</p> <p>Agamemnon</p> <p>Menelaus</p> <p>Helen</p> <p>Paris</p> <p>Priam</p> <p>Hector</p> <p>Achilles</p> <p>Troy</p> <p>Ithaca</p> <p>Greek dramatists: Aeschylus, Sophocles, Euripides,</p>
<p>Understand and enjoy the poetry of the Greek epic as a masterpiece of Western literary heritage.</p>	<p>What are the themes of the <i>Odyssey</i> and how are they developed (supported with specific passages)?</p> <p>How is literary analysis</p>			

<p>Analyze characters in the epic.</p>	<p>expressed in writing?</p> <p>How effective is Odysseus as a leader?</p> <p>How does Odysseus show his cleverness in the episodes with Nausicaa, with the Cyclops, and with Penelope?</p> <p>When and why does divine intervention occur in this story?</p> <p>In what ways is Odysseus an epic hero?</p> <p>How does the epic illustrate the values of courage, trust,</p>	<p>beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<p>draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a 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 <p>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.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of</p>	<p>Aristophanes</p> <p>Mathematicians: Pythagoras and Euclid</p> <p>Mathematician/Inventor: Archimedes</p> <p>Astronomer: Ptolemy</p> <p>Philosophers: Socrates, Plato, Aristotle</p> <p>Hippocrates: “Father of Medicine”</p> <p>Greek Drama: comedy and tragedy</p> <p>Ancient Olympics</p> <p>Greek Architecture</p> <p>Alexander the Great's Conquests of the World</p> <p>epic conventions invocation to the</p>
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<p>Identify and explain suspense, imagery, and irony in the epic.</p>	<p>discipline, reverence, and respect?</p> <p>How does the foreshadowing from the Cyclops' prayer add to the suspense of this narrative poem?</p> <p>What is the purpose of the dramatic irony of Penelope's interview with the "beggar," one of the most famous scenes in literature?</p> <p>How does the imagery from various scenes contribute to atmosphere in each situation?</p> <p>How is Odysseus' return ironic?</p>	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.K Determine or clarify the meaning of</p>	<p>fiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>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.</p> <ul style="list-style-type: none"> 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 a text how the author structures plot to advance the action <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between the tone, style, and/or mood and other components of a text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</p>	<p>muse</p> <p>Homeric (epic)</p> <p>simile</p> <p>epithet</p> <p>setting</p> <p>inference</p> <p>theme</p> <p>plot elements</p> <p>internal conflict</p> <p>external conflict</p> <p>characterization</p> <p>poetry</p> <p>epic</p> <p>epic hero</p> <p>imagery</p> <p>suspense</p> <p>dramatic irony</p> <p>foreshadowing</p> <p>atmosphere</p> <p>Greek values</p> <p>figurative language</p> <p>Greek prefixes</p>
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<p>Analyze and interpret figures of speech, Greek prefixes, epithets, Homeric similes, and word origins.</p>	<p>How do epic similes and epithets enhance the action and the dialogue? How do epithets portray the gods and the heroes?</p> <p>Considering the definitions, of specified Greek prefixes what are their purposes in common English words?</p> <p>How does figurative language create a realistic scene?</p> <p>What is the significance of the characters' names based on their derivations and their relationships to setting and theme?</p>	<p>unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>		
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Unit 7	Greek Theater (Nonfiction)/ Greek Drama— <i>Antigone</i>			
Time Frame	Two weeks			
7.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Develop an appreciation of Greek drama as a literary form and understand its historical significance.</p> <p>Understand characteristics of Greek drama and historical background of Sophocles.</p>	<p>What are the elements of drama and how do they compare with those of the narrative and poetry?</p> <p>What is the legend of Oedipus?</p> <p>How does <i>Antigone</i> express Athenian concerns about leadership?</p> <p>How are the attitudes and behavior of Antigone and Creon reflective Athenian society at this time?</p> <p>What are the origins of drama?</p> <p>What purposes did drama serve for the ancient Greeks?</p> <p>What was the design of the ancient Greek amphitheater?</p> <p>What is the significance of Sophocles' "Ode on Man"?</p> <p>What are the functions of the chorus?</p> <p>What are the three unities?</p>	<p>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 non-fiction.</p> <p>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.</p> <p>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.</p>	<p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p>	<p>structure of theater: theatron orchestra thymele skene proskension parados chorus conventions: three unities messenger limitations of theater</p> <p>playwrights: Thespis Aeschylus Sophocles Euripides</p> <p>hamartia hubris anagnorisis peripeteia nemesis catharsis tragedy tragic hero</p>

<p>Develop an appreciation for the stage productions of Greek theater.</p>	<p>What are the two purposes for the messenger?</p> <p>What are the three limitations of the theater?</p> <p>How do the conventions of Greek drama apply to <i>Antigone</i>?</p> <p>What is Aristotle's definition of tragedy and how is it applicable to <i>Antigone</i>?</p> <p>What philosophical issues do Antigone's actions present?</p> <p>What hierarchy is presented among the characters?</p> <p>What way of life is advocated by this drama?</p> <p>What is the significance of suffering in <i>Antigone</i>?</p> <p>How are Greek values presented in this tragedy?</p> <p>Why is physical spectacle not emphasized?</p> <p>How is literary analysis expressed in writing?</p>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p>	<p>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.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a 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 	<p>tragic flaw</p> <p>situational irony</p> <p>dramatic irony</p> <p>suspense</p> <p>inference</p> <p>plot elements</p> <p>internal conflict</p> <p>external conflict</p> <p>foreshadowing</p> <p>comic relief</p> <p>mood</p>
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	<p>How is Creon a tragic hero?</p> <p>What are the consequences of Antigone's and Creon's choices for themselves and for others?</p> <p>How is Haemon's strength of character shown in his appeal to his father on Antigone's behalf?</p> <p>Why does Creon become obsessive and arrogant in his leadership?</p> <p>What distinguishes Antigone from Ismene?</p> <p>How are fate and free will evident in the lives of both Creon and Antigone?</p> <p>How are both situational and dramatic ironies evident in the development of Creon's conflict?</p>	<p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<p>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.</p> <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>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.</p> <ul style="list-style-type: none"> 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 a text how the author structures plot to advance the action <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between the tone, style, and/or mood and other components of a 	
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			text <ul style="list-style-type: none"> • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style 	
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Unit 8	Shakespearean Drama— <i>Romeo and Juliet</i> and <i>The Merchant of Venice</i> / Nonfiction Research			
Time Frame	Five weeks			
8.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Explain the purpose of elements that are unique to drama and that drama shares with the narrative and poetry.</p> <p>Identify and analyze traditional and innovative elements and stylistic characteristics of drama.</p> <p>Appreciate Shakespearean drama as a durable, imaginative literary form.</p>	<p>What are the elements of drama and how do they compare with those of the narrative and poetry?</p> <p>What is Aristotle's definition of tragedy, and how does it apply to Shakespearean drama?</p> <p>How is literary analysis expressed in writing?</p> <p>What dramatic conventions</p>	<p>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 non-fiction.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what</p>	<p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences</p>	<p>allusion</p> <p>antagonist</p> <p>aside</p> <p>blank verse</p> <p>characterization</p> <p>chorus</p> <p>comedy</p> <p>comic relief</p> <p>concealment</p>

	<p>enhance an audience's experience?</p> <p>How are the three letters in <i>Romeo and Juliet</i> ironically essential to the tragedy?</p> <p>In <i>Romeo and Juliet</i>, how do images of consumption express the theme of impetuosity?</p> <p>What is the symbolic significance of the number three, gold, and music in <i>The Merchant of Venice</i>? In <i>The Merchant of Venice</i>, how do the themes of money, justice, and mercy develop the plot of the courtroom scene?</p> <p>How does the inscription on the lead casket, "Who chooseth me must give and hazard all he hath," apply to all three plots of <i>The Merchant of Venice</i>?</p> <p>How are the gold, silver, and lead caskets linked with the ideas of money, justice and mercy in <i>The Merchant of Venice</i>?</p> <p>In considering <i>The Merchant of Venice</i> an allegory, how do Shylock, Portia, and</p>	<p>the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p>	<p>meaning of a text.</p>	<p>conflict</p> <p>connotation</p> <p>denotation</p> <p>drama</p> <p>dramatic</p> <p>conventions</p> <p>dramatic irony</p> <p>end-stopped line</p> <p>epiphany</p> <p>fate</p> <p>figurative language</p> <p>foil</p> <p>foreshadowing</p> <p>heroic couplet</p> <p>hyperbole</p> <p>iambic</p> <p>pentameter</p> <p>imagery</p> <p>inference</p> <p>juxtaposition</p> <p>literal language</p> <p>malapropism</p> <p>masque</p>
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<p>Apply context clue strategies when reading and studying the text.</p> <p>Understand poetic and dramatic techniques.</p> <p>Identify themes that link works of literature, works of different genres, and historical contexts.</p>	<p>In <i>The Merchant of Venice</i>, how are the bond plot, the casket plot and the ring plot interrelated?</p> <p>How do context clues facilitate paraphrasing of Shakespearean drama?</p> <p>How do literary elements and language contribute to the meaning and value of a Shakespearean drama?</p> <p>How do figurative language and allusions enhance the imagery and moods of the scenes?</p> <p>How does background information enhance appreciation of the era?</p> <p>What theme of <i>Romeo and Juliet</i> is comparable to that of <i>Antigone</i>?</p>	<p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.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.</p> <p>CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p> <p>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.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different</p>	<p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	
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Evaluate the play's application to modern life.	<p>How does the musical, <i>West Side Story</i>, compare with <i>Romeo and Juliet</i> in terms of urban gangs and clashing cultures?</p> <p>What are examples of feuding factions within a country?</p>	<p>artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		
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Unit 9	Novel (<i>A Tale of Two Cities</i> , <i>The Count of Monte Cristo</i> , <i>Animal Farm</i>)/ Nonfiction Research			
Time Frame	Twelve weeks			
9.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Use close-reading strategies of note-taking to comprehend literature and make observations.</p> <p>Use appropriate strategies to make and support interpretations of literature.</p>	<p>What explicit and implicit evidence contributes to the statement of theme?</p> <p>How does interpreting facts extend the meaning of the story or novel?</p> <p>How is literary analysis expressed in writing?</p>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p>	<p>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.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p>	<p>allegory</p> <p>allusion</p> <p>antagonist</p> <p>character</p> <p>a. flat</p> <p>b. round</p> <p>c. static</p> <p>d. dynamic</p> <p>characterization</p> <p>a. indirect</p> <p>b. direct</p> <p>social, political, and aesthetic concerns</p> <p>conflict</p>

<p>Evaluate a novel's effectiveness by analyzing its literary elements.</p>	<p>What is a dynamic character?</p> <p>How does the protagonist change?</p> <p>How do actions determine character and reflect motivation?</p> <p>How do contrasting characters and scenes contribute to plot and theme?</p> <p>How are minor characters essential to plot development? <i>In The Count of Monte Cristo</i>, how do certain characters alter their identities and for what purposes?</p> <p><i>In The Count of Monte Cristo</i>, why do four people despair of life but ultimately gain salvation?</p> <p>How does the point of view contribute to the tone?</p> <p>How is suspense created and maintained?</p> <p>What are the effects of the novel's settings?</p> <p>How are conflicts manifested?</p> <p>How does interpreting facts extend the meaning of the</p>	<p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p>	<p>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.</p> <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>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.</p> <ul style="list-style-type: none"> elements of the plot (e.g., exposition, conflict, rising action, climax, falling 	<p>a. internal b. external</p> <p>connotation</p> <p>diction</p> <p>dramatic irony</p> <p>epiphany</p> <p>euphemism</p> <p>figurative language</p> <p>flashback</p> <p>foil</p> <p>foreshadowing</p> <p>imagery</p> <p>inference</p> <p>juxtaposition</p> <p>literal language</p> <p>metaphor</p> <p>mood</p> <p>motif</p> <p>motivation</p> <p>narrative technique</p> <p>personification</p> <p>plot</p> <p>a. exposition b. inciting force c. rising action d. crisis e. climax f. resolution (denouement)</p> <p>point of view</p> <p>protagonist</p>
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	<p>novel?</p> <p>In <i>A Tale of Two Cities</i>, how is the prison symbolic in the development of the theme of resurrection?</p> <p>What is the symbolic significance of “the golden thread” in <i>A Tale of Two Cities</i>?</p> <p>How does poetic justice occur in <i>The Count of Monte Cristo</i>, considering the fates of the major characters?</p> <p>How is the theme of betrayal developed in <i>The Count of Monte Cristo</i>?</p> <p>How are literary elements, as well as the social attitudes and customs of the novel’s time period, fundamental to analysis?</p> <p>How do narrative techniques and symbolism convey the importance of setting and develop character?</p> <p>How does irony in <i>Animal Farm</i> convey the difficulty in</p>	<p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p>	<p>action, and/or resolution)</p> <ul style="list-style-type: none"> the relationship between elements of the plot and other components of a text how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between the theme and other components of a 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 <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between the tone, style, and/or mood and other components of a text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, sentence variety, etc., determine the author’s style <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p>	<p>satire</p> <p>setting</p> <p>simile</p> <p>situational irony</p> <p>structure</p> <p>symbol</p> <p>theme</p> <p>tone</p> <p>verbal irony</p>
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<p>Identify themes that link works of literature, works of different genres, and historical contexts.</p> <p>Analyze the universal significance of literary fiction.</p> <p>Compare and contrast the film based on a novel with the novel itself.</p> <p>Understand the culture of the</p>	<p>fulfilling a political ideal?</p> <p>What does <i>Animal Farm</i> satirize?</p> <p>How is <i>Animal Farm</i> an allegory for the Russian Revolution and the Stalin regime and political life in general?</p> <p>In <i>Animal Farm</i>, how does language become a tool through euphemism and propaganda?</p> <p>What theme of <i>Merchant of Venice</i> is evident in <i>The Count of Monte Cristo</i>?</p> <p>How do <i>A Tale of Two Cities</i> and <i>Animal Farm</i> convey warnings about social responsibility?</p> <p>What aspects of the novel are highlighted in the film and how?</p> <p>What themes are prevalent in both the novel and the film and which are solely conveyed in the novel?</p> <p>What is the historical significance of the time periods in which each novel was written?</p>	<p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>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</p>	<p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	
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novel's time period.		<p>the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		
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Unit 10	Poetry			
Time Frame	Three weeks			
10.1				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Strengthen appreciation for the beauty and depth of poetic language.</p> <p>Paraphrase poetry.</p> <p>Expand vocabulary to include poetic terms in order to analyze poetry.</p> <p>Relate the imagery, figurative language, sound devices, and structure of poetry to its setting, characters, theme, tone, and/or mood.</p>	<p>How does reading poetry aloud enhance understanding?</p> <p>How is paraphrasing the first step in the analytical process?</p> <p>What are the prewriting questions for analysis of a given poem?</p> <p>How is literary analysis expressed in writing?</p> <p>How do comparing and contrasting poems allow for an understanding of style?</p> <p>How do images establish setting and mood?</p> <p>How can images be drawn from all sorts of things observed in life?</p> <p>What does the time period reflected in the poem convey about a society's attitudes?</p> <p>How does interpretation of a</p>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<p>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.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between the theme and other components of a text comparing and contrasting how major themes are developed across genres 	<p>apostrophe</p> <p>approximate</p> <p>rhyme</p> <p>connotation</p> <p>denotation</p> <p>diction</p> <p>feet</p> <p>folk ballad</p> <p>imagery</p> <p>internal rhyme</p> <p>inversion</p> <p>literary ballad</p> <p>meter</p> <p>parallelism</p> <p>paraphrase</p> <p>prose</p> <p>refrain</p> <p>repetition</p> <p>sonnet</p> <p>rhyme</p>

<p>Understand the sonnet forms, stanza types, and rhyme schemes as they convey ideas.</p> <p>Understand the purposes for the different forms of poetry: lyric, narrative, and dramatic.</p> <p>Differentiate between the folk</p>	<p>poem's title contribute to analysis?</p> <p>How does figurative language enhance descriptions of setting, characters, and action in poetry?</p> <p>What is the purpose of repetition in a poem?</p> <p>How do the sound devices of alliteration, assonance, rhyme, and onomatopoeia contribute to the meaning of the poem?</p> <p>How do imagery, meter, rhyme scheme, diction, and figurative language contribute to the poem's total effect?</p> <p>What is the purpose of metrics?</p> <p>How do the stanza types and rhyme schemes of the different sonnets convey the argument and the conclusion?</p> <p>What details identify a poem as a particular type and function?</p> <p>What are the specific details</p>		<ul style="list-style-type: none"> 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 <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction. Note: Plot may also be</p>	<p>rhythm</p> <p>free verse</p> <p>scansion</p> <p>speaker</p> <p>stanza</p> <p>types of poetry:</p> <p>lyric</p> <p>narrative</p> <p>dramatic</p> <p>verse</p>
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<p>ballad and the literary ballad.</p> <p>Understand narrative and dramatic poetry.</p> <p>Understand the speaker's purpose.</p> <p>Understand figurative language in poetry.</p> <p>Analyze language and vocabulary.</p>	<p>characteristic of the folk ballad and those characteristic of the literary ballad?</p> <p>How do narrative and dramatic poetry develop plot?</p> <p>How are the speaker's feelings about the poem's subject conveyed?</p> <p>How does figurative language contribute to setting, plot, theme, and characterization?</p> <p>How does defining specific words from the poems, focusing on their etymologies and connotations, enhance understanding?</p> <p>How does diction contribute to the poem's effect?</p> <p>How do connotations convey meaning?</p> <p>How does research of word histories clarify its meaning?</p> <p>How does the study of a</p>	<p>CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.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.</p>	<p>called action.</p> <ul style="list-style-type: none"> 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 a text how the author structures plot to advance the action <p>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.</p> <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text 	
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Understand that poetry is an expression of personal and universal ideas by sharing responses to oral reading through discussion and writing.	word's multiple meanings facilitate its usage?	CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
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