

Board Committee Meeting

Tuesday, September 8, 2026 6:00 PM

Administration Complex, 101 Edgeway Road, Dover, PA 17315

1. **Educational Excellence Committee**

2. **Facilities and Safety Committee**

3. **Resource Oversight Committee**

Cover Sheet & Pacing Guide

Dover Area School District Curriculum



Course Title: Computer Science 1

Board Approval Date:

Credit / Hours: 34 Hours (45 Days / 46 Min per Day)

Course Description:

In this course, students will be introduced to programming concepts, computational thinking, and develop problem-solving skills and persistence. Along the way, they create computer programs, including interactive games and creative projects, that they can share using a drag-and-drop programming language called Blockly. Students will also learn what it takes to be a good digital citizen.

Learning Activities / Modes of Assessment:

Students will be assessed in a variety of ways, including, but not limited to, projects, quizzes, tests, online activities, and partner work

Instructional Resources:

Schoology, Code.org, Tynker.com, Hopscotch (iPad App), Digital Compass (Website/App), Nitrotype (Website)

Pacing Guide: Computer Science 1 (6th Grade)

Course Unit (Topic)	Length of Instruction (Class Periods)
Course Introduction Course Expectations	4
iPad Use and Expectations	1
Technology Devices	3
Digital Citizenship	4.5 (Half Period for 9 Weeks)
Introduction to Code.org Blockly Programming Language	2
Keyboarding	4.5 (Half Period for 9 Weeks)
Sequential Algorithms Angry Birds (Code.org)	2
Debugging Debugging with Scrat (Code.org)	1
Advanced Sequential Algorithms Treasure Hunt with Laurel (Code.org)	1.5
Tynker Coding Website	1.5
Pixels and Angles Code Art (Code.org)	2
Using Sprites Sprite Lab (Code.org)	2
Advanced Sprites Dance Party (Code.org)	2
Intro to Loops Loops with BB8 (Code.org)	2
Advanced Loops Sticker Art (Code.org)	3
Conditionals Minecraft (Code.org)	2
Hopscotch App Crossy Road Project	4
Final Exam / Wrap Up	2
TOTAL	44 DAYS

KUD

Dover Area School District Curriculum K-U-D
6th Grade Computer Science

Standards	Know	Understand	Do
CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1A-AP-09 - Model the way programs store and manipulate data by using numbers or other symbols to represent information. 1A-AP-11 - Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.	Algorithm - A list of steps to finish a task. Bug - Part of a program that does not work correctly. Debugging - Finding and fixing problems in an algorithm or program. Sequencing - Putting commands in correct order so computers can read the commands.	When a program has a problem in the order of the code, it needs to be fixed in order for the program to work.	Identify and locate bugs in a program. Translate movements into a series of commands.
CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1A-AP-09 - Model the way programs store and manipulate data by using numbers or other symbols to represent information. 1A-AP-11 - Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.	Bug - Part of a program that does not work correctly. Debugging - Finding and fixing problems in an algorithm or program.	Modifying programs will help with the discovery of bugs and the debugging process	Modify an existing program to solve errors. Predict where a program will fail. Reflect on the debugging process in an age-appropriate way.

CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1A-AP-09 - Model the way programs store and manipulate data by using numbers or other symbols to represent information. 1A-AP-11 - Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.	Algorithm - A list of steps to finish a task. Program - An algorithm that has been coded into something that can be run by a machine. Programming - The art of creating a program.	Sequential steps in a program is important in programming	Develop problem solving and critical thinking skills by reviewing debugging practices. Order movement commands as sequential steps in a program. Represent an algorithm as a computer program.
CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1A-AP-09 - Model the way programs store and manipulate data by using numbers or other symbols to represent information. 1A-AP-11 - Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. 1A-AP-14 - Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.	Turns and Angles	Different shapes have different angles. Formula used to draw complex shapes	Break complex shapes into simple parts. Create a program to complete an image using sequential steps.

CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1B-AP-10 - Create programs that include sequences, events, loops, and conditionals. 1B-AP-11 - Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process. 1B-AP-12 - Modify, remix or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. 1B-AP-13 - Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.	Behavior - An action that a sprite performs continuously until it's told to stop. Event - An action that causes something to happen.	Different behaviors can occur at different times. Some behaviors need to stop before others can start	Create an interactive virtual pet using events, behaviors, variables, and custom art. Program solutions to problems that arise when designing a virtual pet, like feeding it or monitoring its happiness.
CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1B-AP-09 - Create programs that use variables to store and modify data. 1B-AP-10 - Create programs that include sequences, events, loops, and conditionals.	Event - An action that causes something to happen. Program - An algorithm that has been coded into something that can be run by a machine. code - to write code, or to write instructions for a computer.'	Students will understand that: programs can respond to time events programs can respond to user input	Students will be able to: Create dance animations with code Develop programs that respond to timed events Develop programs that respond to user input

CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1A-AP-09 - Model the way programs store and manipulate data by using numbers or other symbols to represent information. 1A-AP-10 - Develop programs with sequences and simple loops, to express ideas or address a problem. 1A-AP-11 - Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. 1A-AP-14 - Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.	Loop - The action of doing something over and over again. Repeat - To do something again.	Sequence of code can be shortened by using loops the benefits of using loops in a program	Break down a long sequence of instructions into the largest repeatable sequence. Employ a combination of sequential and looped commands to reach the end of a maze. Identify the benefits of using a loop structure instead of manual repetition.
CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1A-AP-09 - Model the way programs store and manipulate data by using numbers or other symbols to represent information. 1A-AP-10 - Develop programs with sequences and simple loops, to express ideas or address a problem. 1A-AP-11 - Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. 1A-AP-14 - Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.	Loop - The action of doing something over and over again. Repeat - To do something again.	The benefits of using loops. Not all code needs to be repeated in a loop	Differentiate between commands that need to be repeated in loops and commands that should be used on their own. Identify the benefits of using a loop structure instead of manual repetition.

CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1B-AP-10 - Create programs that include sequences, events, loops, and conditionals	Condition - Something a program checks to see if it is true before allowing an action. Conditionals - Statements that only run under certain conditions.	Conditionals help students make decisions. Conditionals only work at certain times. Conditionals are vital in programming	Define circumstances when certain parts of a program should run and when they shouldn't. Determine whether a conditional is met based on criteria.
CSTA K-12 Computer Science Standards (2017) AP - Algorithms & Programming 1B-AP-11 - Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.	Condition - Something a program checks to see if it is true before allowing an action. Loop - The action of doing something over and over again. Repeat - To do something again. While Loop - A loop that continues to repeat while a condition is true.	While loops are different than regular loops. While loops are used for programs with unknown values	Distinguish between loops that repeat a fixed number of times and loops that repeat as long as a condition is true. Use a while loop to create programs that can solve problems with unknown values.

International Society for Technology in Education Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. Students: a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. Students: a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	bias: showing a strong opinion or preference for or against something or someone corroboration: an additional source that confirms or supports a news story, article or piece of information credible: able to be believed; trustworthy evaluate: to carefully examine something to figure out its value	reasons that people put false or misleading information on the internet. criteria for differentiating fake news from credible news.	Practice evaluating the credibility of information they find on the internet.
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International Society for Technology in Education Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. Students: - Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. - Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.	de-escalate: to lessen the intensity or anger in a conflict digital drama: when people use devices, apps, or websites to start or further a conflict between people	the differences between online drama and real life drama several de-escalation strategies	Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.
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Unit Plans

DASD Unit Map Template

Subject:	Computer Science	Grade Level:	6th Grade	Duration:	45 Days
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Key Learnings

Students will develop foundational computer science skills by using the Code.org Express Course to learn how to think computationally, solve problems creatively, and design simple programs.

Unit Essential Question:

How can we use computational thinking and coding to solve problems creatively and design programs that work?

Identified Standards Addressed in the Unit:

CSTA K-12 Computer Science Standards (2017)

AP - Algorithms & Programming

1B-AP-08 - Compare and refine multiple algorithms for the same task and determine which is the most appropriate.

1A-AP-09 - Model the way programs store and manipulate data by using numbers or other symbols to represent information.

1B-AP-10 - Create programs that include sequences, events, loops, and conditionals.

1A-AP-11 - Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.

1B-AP-12 - Modify, remix or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.

1A-AP-14 - Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.

1A-AP-15 - Using correct terminology, describe steps taken and choices made during the iterative process of program development.

1B-AP-16 - Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation and review stages of program development.

CS - Computing Systems

1A-CS-03 - Describe basic hardware and software problems using accurate terminology.

Identified Eligible Content Addressed in the Unit:

- Apply computational thinking strategies to solve problems
- Create and test algorithms using sequencing and logical steps
- Use programming concepts such as loops, conditionals, and events

- Debug programs by identifying and correcting errors
- Design and develop simple interactive programs and games
- Practice problem-solving, persistence, and collaboration during coding activities
- Explain how computer science is used to create technology and solve real-world problems
- Demonstrate safe and responsible use of digital tools and technology

Know (Concepts):

- Computer programs are created using algorithms and step-by-step instructions
- Sequencing affects how a program runs
- Loops can repeat actions efficiently
- Conditionals allow programs to make decisions
- Events trigger actions within a program
- Debugging is an important part of programming and problem solving
- Computational thinking involves breaking problems into smaller steps and finding logical solutions
- Coding can be used to create games, animations, and interactive projects
- Persistence, creativity, and collaboration help programmers succeed
- Computer science skills connect to real-world technology and careers

Do (Competencies):

- Create simple programs using Code.org tools and block-based coding
- Apply sequencing, loops, conditionals, and events in coding activities
- Develop algorithms to solve problems step by step
- Debug and revise programs to improve performance and accuracy
- Design interactive games, animations, or stories using coding concepts
- Use computational thinking strategies to analyze and solve challenges
- Collaborate with peers to plan, test, and improve programs
- Explain how their code works using appropriate computer science vocabulary
- Demonstrate persistence and problem-solving when faced with coding challenges

Unit Key vocabulary

Algorithm - A list of steps to finish a task.

Bug - Part of a program that does not work correctly.

Debugging - Finding and fixing problems in an algorithm or program.

Sequencing - Putting commands in correct order so computers can read the commands.

Persistence - Not giving up.

Loop - The action of doing something over and over again.

Behavior - An action that a sprite performs continuously until it's told to stop.

Program - An algorithm that has been coded into something that can be run by a machine.

Sprite - A graphic on the screen with a location, size, and appearance.

Event - An action that causes something to happen.

Repeat - To do something again.

Sample Unit Activating Strategy

Begin the unit with an “Unplugged Coding Challenge.” In small groups, students give step-by-step directions for completing a simple task such as making a peanut butter sandwich, drawing a picture, or navigating a maze. The teacher follows the directions exactly as written to demonstrate how computers require precise instructions.

After the activity, students discuss:

What happened when directions were unclear?

Why is sequencing important?

How do programmers solve mistakes or “bugs”?

Connect the discussion to coding concepts students will use in the Code.org Express Course, including algorithms, sequencing, debugging, and problem solving.

	Lesson 1	Lesson 2	Lesson 3
Duration	2-3 days	2-3 days	2-3 days
Lesson Essential Question	How can we identify and fix bugs in a program while using commands to control movement and solve problems?	How can predicting errors, fixing problems, and reflecting on the debugging process help us create better programs?	How can breaking complex shapes into smaller parts and using precise measurements help us create programs that draw images accurately?
Key Lesson Vocabulary	Algorithm - A list of steps to finish a task. Bug - Part of a program that does not work correctly. Debugging - Finding and fixing problems in an algorithm or program. Sequencing - Putting commands in correct order so computers can read the commands.	Bug - Part of a program that does not work correctly. Debugging - Finding and fixing problems in an algorithm or program. Persistence - Not giving up.	Angle - Where two sides of a shape come together, measured in degrees. Bug - Part of a program that does not work correctly. Loop - The action of doing something over and over again.
Assessment	Programming with Angry Birds Activity	Debugging in Maze Coding Activity	Creating Art with Code Coding Activity

<u>Lesson 4</u>		<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	2-3 days	2-3 days	2-3 days
Essential Question	<i>How can we use sprites, costumes, and behaviors to create animations that communicate ideas and tell stories?</i>	<i>How can events and user input make animations interactive and responsive?</i>	<i>How can sequences, loops, events, and user input work together to create interactive dance animations with code?</i>
Key Lesson Vocabulary	<i>Algorithm - A list of steps to finish a task.</i> <i>Behavior - An action that a sprite performs continuously until it's told to stop.</i> <i>Program - An algorithm that has been coded into something that can be run by a machine.</i> <i>Sprite - A graphic on the screen with a location, size, and appearance.</i>	<i>Algorithm - A list of steps to finish a task.</i> <i>Event - An action that causes something to happen.</i>	<i>Event - An action that causes something to happen.</i> <i>Program - An algorithm that has been coded into something that can be run by a machine.</i> <i>code - to write code, or to write instructions for a computer.</i>
Assessment	<i>Making Sprites Coding Activity</i>	<i>Sprites in Action Coding Activity</i>	<i>Dance Party Coding Activity</i>

<u>Lesson 7</u>		<u>Lesson 8</u>
Duration	2-3 days	2-3 days
Essential Question	<i>How can using loops and repeated patterns help us solve problems more efficiently in programming?</i>	<i>How can loops and conditionals help programs make decisions and run more efficiently?</i>
Key Lesson Vocabulary	<i>Loop - The action of doing something over and over again.</i> <i>Repeat - To do something again.</i>	<i>Condition - Something a program checks to see if it is true before allowing an action.</i>

		Conditionals - Statements that only run under certain conditions. Loop - The action of doing something over and over again.
Assessment	Loops with BB8 Coding Activity	Looking Ahead with Minecraft Coding Activity

Authentic, Varied, and Frequent Assessment Types	
Common Pre-Assessment (If applicable):	
Common Summative Assessment:	
Students will answer a “Reflection” after each coding lesson is completed	
Unit Success Criteria:	
Students will complete Final Exam after all lessons have been completed	

Resources
PowerPoint Slides / Videos / Laptops / Handouts / Code.org / iPads

Scaffolds and Enrichment		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
- Provide step-by-step visual directions and modeled examples - Use unplugged coding activities before moving to the computer - Break coding tasks into smaller chunks with checkpoints - Pair students with supportive partners for collaborative coding - Offer sentence starters and coding vocabulary reference sheets	- Pre-teach and review key computer science vocabulary with visuals and examples - Provide bilingual glossaries or translated directions when available - Pair students with supportive peers for collaboration and discussion - Chunk directions into smaller, manageable steps	- Challenge students to add additional sprites, levels, or features to projects - Encourage students to create original games or animations independently - Introduce more complex coding concepts such as nested loops or multiple conditionals - Allow students to debug peers' programs and provide feedback

● <i>Use guided practice before independent work</i> ● <i>Allow students to trace or modify existing code before creating their own</i> ● <i>Provide graphic organizers for planning algorithms and sequences</i> ● <i>Use teacher conferences and frequent feedback during activities</i> ● <i>Replay tutorial videos or demonstrations as needed</i>	● <i>Frequently check for understanding using demonstrations and guided questioning</i> ● <i>Encourage use of native language for brainstorming and problem solving when appropriate</i> ● <i>Provide opportunities for repeated practice with coding concepts and vocabulary</i> ● <i>Use gestures, examples, and real-time demonstrations during instruction to support comprehension</i>	● <i>Have students explain coding concepts through presentations or tutorials</i> ● <i>Encourage experimentation with different coding solutions to the same problem</i> ● <i>Provide extension challenges from Code.org or open-ended design tasks</i> ● <i>Allow students to incorporate storytelling, sound effects, or advanced interactions into projects</i> ● <i>Challenge students to optimize code for efficiency and readability</i> ● <i>Encourage leadership roles during collaborative activities or peer mentoring</i>
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Cover Sheet & Pacing Guide

Dover Area School District Curriculum



Course Title: Computer Science 2

Board Approval Date:

Credit / Hours: 34 Hours (45 Days / 52 Min per Day)

Course Description:

Students will learn how to develop apps without writing any code, as well as basic programming concepts, in this short but powerful course using a program called AppInventor. Students will follow text and video lessons to walk through making simple computer apps. This is a visual and hands-on approach to computer programming. These invaluable skills will help ensure that students are ready not only for more advanced programming but also for learning great strategies to problem-solve and share some real-world solutions with others.

Learning Activities / Modes of Assessment:

Students will be assessed in a variety of ways including, but not limited to app creation, quizzes, tests, online activities, and partner work

Instructional Resources:

Schoology, Code.org, AppInventor (Website), Android Tablets, Everfi - Ignition (Website), CodeCampWorld (Website)

Pacing Guide: Computer Science 2 (7th Grade)

Course Unit (Topic)	Length of Instruction (Class Periods)
Course Introduction Course Expectations	2
Digital Citizenship	6
Social Media	1
Intro to App Development Intro to App Lab (Code.org)	3
Create My First App App Lab (Code.org)	3
Game Development Super Slimer (CodeCampWorld.com)	4
Introduction to AppInventor AppInventor Website	2
Event Handlers, Buttons Color Picker App (AppInventor)	2
Uploading Media, Accelerator Sensor Animal Sound Board (AppInventor)	3
Canvas, Camera, New Events (Long Click and Dragging) Digital Doodle (AppInventor)	3
Horizontal Arrangement, New Properties, New Event (When Canvas Touched) Digital Doodle 2 (AppInventor)	2
Animation, New Event (When Edge Reached), “get” blocks Ball Bounce (AppInventor)	4
Minecraft - Inclusion Lesson	3
Final Exam	2
TOTAL	46 DAYS

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Dover Area School District Curriculum K-U-D

Standards	Know	Understand	Do
ISTE 1a. - Apply existing knowledge to generate new ideas, products, or processes 1b. - Create original works as a means of personal or group expression 1c. - Use models and simulation to explore complex systems and issues 4b. - Plan and manage activities to develop a solution or complete a project 6a. - Understand and use technology systems 6c. - Troubleshoot systems and applications 6d. - Transfer current knowledge to learning of new technologies	onEvents Don't Go Inside One Another: Students just starting out may try to put one block inside the others. This is never the intended behavior for this tutorial. Even though this is mentioned in the videos, a quick reminder might help get kids unstuck. Check Your IDs: You need to change the "id" property in onEvent() so that it detects events with the correct element. You Can Use Multiple Blocks in an onEvent(): If you want multiple things to happen when you click the same button, just add more blocks to the same onEvent(). You should never have a program that has two onEvent() blocks for the combination of element (e.g. "button1") and event type (e.g. "click").	Build and share their own apps in App Lab using features like buttons, text, images, sound, and screens. Continue building projects in full App Lab using the resources provided on the code.org/applab page.	Students create and control buttons, text, images, sounds, and screens in JavaScript using either blocks or text. At the end of the tutorial students are given time to either extend a project they started building into a "Choose Your Own Adventure", "Greeting Card", or "Personality Quiz" app. Students can also continue on to build more projects featured on the code.org/applab page.

ISTE 1a. - Apply existing knowledge to generate new ideas, products, or processes 1b. - Create original works as means of personal or group expression 1c. - Use models and simulation to explore complex systems and issues 4b. - Plan and manage activities to develop a solution or complete a project 6a. - Understand and use technology systems 6c. - Troubleshoot systems and applications 6d. - Transfer current knowledge to learning of new technologies "		Students will create a background and build tiles for their game Students will add actors to their game Students will create several functions for their actors to add more functionality to their game
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Unit 1

DASD Unit Map Template

Subject:	Computer Science	Grade Level: 7 th	Duration: 45 Days
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Key Learnings

Apps are designed to solve problems and meet user needs.
 Developers use a design process to plan, build, test, and improve apps.
 Algorithms are step-by-step instructions that computers follow.
 Coding uses sequences, variables, conditionals, and events to create interactive apps.
 User interface (UI) design affects how easy and enjoyable an app is to use.
 Debugging is an important part of programming and helps improve functionality.
 Collaboration and feedback improve digital products.
 Apps should be designed responsibly with consideration for privacy, accessibility, and digital citizenship.
 Developers use testing and iteration to refine app performance and user experience.
 Computational thinking helps break large problems into manageable parts.

Unit Essential Question:

How can we use MIT App Inventor to design and create apps that solve real-world problems for users?

Identified Standards Addressed in the Unit:

<i>CSTA Standard</i>	<i>Description</i>	<i>How It Connects to App Development</i>
2-AP-10	Use flowcharts and/or pseudocode to address complex problems as algorithms.	Students plan app logic before coding.
2-AP-11	Create clearly named variables that represent different data types and perform operations on their values.	Students use variables in App Inventor apps.
2-AP-12	Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.	Students build interactive app behaviors.
2-AP-13	Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.	Students break app projects into manageable tasks.

2-AP-14	Create procedures with parameters to organize code and make it easier to reuse.	Students create reusable code blocks/functions.
2-AP-15	Seek and incorporate feedback from team members and users to refine a program.	Peer testing and app improvement.
2-AP-16	Incorporate existing code, media, and libraries into original programs.	Students add images, sounds, and components into apps.
2-AP-17	Systematically test and refine programs using a range of test cases.	Debugging and testing apps.
2-AP-18	Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.	Team app projects and collaboration.
2-AP-19	Document programs in order to make them easier to follow, test, and debug.	Students explain and organize their code.
2-IC-20	Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options.	Discussing how apps impact society.
2-IC-21	Discuss issues of bias and accessibility in the design of existing technologies.	Designing inclusive and accessible apps.
2-IC-22	Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.	Gathering user feedback for app design.
2-IC-23	Describe tradeoffs between allowing information to be public and keeping information private and secure.	Digital safety and app privacy discussions.

Identified Eligible Content Addressed in the Unit:

- Identify the purpose and audience of a mobile application.
- Apply the steps of the app development/design process.
- Create algorithms using sequencing, events, conditionals, and variables.
- Design and build interactive mobile applications using MIT App Inventor.
- Develop user-friendly interfaces with effective layout and navigation.
- Use computational thinking strategies to solve problems.
- Test, debug, and revise applications to improve functionality.
- Incorporate multimedia components such as images, sounds, buttons, and labels into apps.
- Collect and apply user feedback to improve app performance and usability.
- Collaborate with peers during the planning, coding, and testing process.

- Demonstrate responsible digital citizenship and ethical technology use.
- Explain how mobile apps impact communication, productivity, and daily life.
- Document and present app design choices and coding processes.
- Practice project management skills including planning, organization, and iteration.

Know (Concepts):

- Apps are created to solve problems and meet user needs.
- The stages of the app development/design process: planning, designing, coding, testing, and improving.
- How block-based programming works in MIT App Inventor.
- How debugging helps identify and fix errors in programs.
- How testing improves app functionality and usability.
- How multimedia elements (images, sounds, buttons, labels) enhance apps.
- The role of computational thinking in solving programming problems.
- The importance of collaboration and feedback during development.
- Safe, ethical, and responsible technology practices.

Do (Competencies):

- Design and plan a mobile app to solve a problem or meet a user need.
- Use MIT App Inventor to build interactive mobile applications.
- Design user-friendly app interfaces with clear navigation.
- Incorporate multimedia components such as images, sounds, and buttons into apps.
- Test applications to identify bugs and improve performance.
- Debug and revise code to make applications function correctly.
- Use computational thinking and problem-solving strategies during development.
- Collaborate with peers to plan, build, and improve applications.
- Collect and apply feedback from users and classmates.
- Explain coding choices and app design decisions.
- Present completed apps to an audience.

Unit Key vocabulary

App (Application) - A program designed to perform a specific task on a device such as a phone or tablet.
Algorithm - A step-by-step set of instructions used to solve a problem or complete a task.
Coding/Programming - Writing instructions that tell a computer or app what to do.
Block-Based Coding - A type of coding that uses visual blocks instead of typed text commands.
Conditional Statement - Code that makes decisions using “if/then” logic.
Event - An action that triggers code, such as clicking a button.
Debugging - Finding and fixing errors or problems in a program.
Bug - An error or problem in a program that prevents it from working correctly.
User Interface (UI) - The visual parts of an app that users interact with, like buttons and menus.
Computational Thinking - A problem-solving process that involves breaking problems into smaller steps.
Sequence - The order in which instructions are carried out in a program.
Component - A tool or element in App Inventor, such as a button, image, or text box.
Screen - A page or display area within an app.
Navigation - How users move between screens or sections of an app.

**Sample Unit
Activating
Strategy**

Favorite App Discussion

Students share their favorite app and explain:

*its purpose
target audience
best features
possible improvements*

Extension: Create a class chart of “What Makes a Good App?”

	<u>Lesson 1</u>		<u>Lesson 2</u>		<u>Lesson 3</u>
Duration	Animal Sound Board - 2-3 Days		Color Picker - 2-3 Days		Paint Pot - 5 Days
Lesson Essential Question	How do programmers create apps that respond to user actions?		How can programmers use events and properties to change what users see on a screen?		How can event-driven programming be used to create an interactive drawing application?
Key Lesson Vocabulary	• Component - A building block used in an app • Property - A characteristic of a component • Event - Something that happens in the app • Event Handler - Code that responds to an event • Designer - Area where app appearance is created • Blocks Editor - Area where app behavior is programmed • Media Asset - Images, sounds, or videos used in an app		• Event An action that triggers code • Property - A characteristic of a component • Component - An element placed in an app • Event Handler Code that runs when an event occurs • User Interface (UI) What the user sees and interacts with		• Canvas – The area where users draw. • Event – Something the user does that causes the app to respond. • Button – A component users tap to perform an action. • Property – A feature of a component that can be changed. • Debugging – Fixing mistakes in the code. • Testing – Checking to make sure the app works correctly.

Assessment	• Successfully created a new App Inventor project. • Added the required components (Button and Sound). • Uploaded and assigned media assets correctly. • Connected the correct blocks in the Blocks Editor. • Tested the app using the AI Companion or emulator. • Participated in discussions about events and app behavior.	• Create an app with multiple buttons. • Use click events to make things happen. • Change the background color of the screen. • Change the text in a label. • Change the color of button text. • Explain how my code works.	• Create a simple drawing application using MIT App Inventor. • Use event handlers to respond to user actions. • Apply user interface components such as Buttons and Canvas. • Modify app behavior using properties and programming blocks. • Test and debug an app to ensure functionality.
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Lesson 4		Lesson 5		Lesson 6	
Duration	Ball Bounce App - 5 Days	Talk to Me App - 3 Days			
Essential Question	How do event-driven programs respond to user actions and create movement on a screen?	How can programmers use input and output to create apps that communicate with users?			
Key Lesson Vocabulary	• Animation Creating the appearance of movement on a screen. • Canvas The area where objects are displayed and move. • Ball Sprite A movable object that can interact with the Canvas and screen edges. • Sprite A graphical object that can move and respond to events. • Event An action that causes the program to respond. • Event Handler Code that tells the app what to do when an event occurs.	• Input Information entered into a program by a user. • Output Information produced by a program and presented to the user. • Text-to-Speech (TTS) Technology that converts written text into spoken words. • User Interface (UI) The visual elements users interact with in an app. • Component A tool or object used to build an app. • Button A component that performs an action when clicked.			

	• Property A characteristic of a component that can be changed. • Speed How fast an object moves. • Heading The direction an object travels. • Bounce When an object changes direction after hitting a boundary. • Edge The border of the Canvas. • Timer A component that repeatedly triggers actions. • Debugging Finding and fixing errors in a program. • Testing Checking that the app works correctly. • Interactive Allowing users to influence what happens in the app.		• Text Box A component that allows users to enter text. • Label A component used to display text on the screen. • Event An action that triggers a response in an app. • Event Handler Code that tells the app what to do when an event occurs. • Property A characteristic of a component that can be changed. • Speech Synthesizer The App Inventor component that converts text into speech. • Debugging Finding and fixing errors in a program. • Testing Running an app to ensure it works correctly. • Interactive Allowing users to influence what happens in an app.	
Assessment	• Create an animated app using MIT App Inventor. • Explain how events trigger actions in a program. • Modify component properties to create movement. • Use a Canvas and Ball sprite to develop an interactive application. • Test and debug an app to improve functionality.		• Create a mobile app that uses text-to-speech technology. • Explain the relationship between user input and app output. • Use event handlers to trigger actions in an app. • Incorporate user interface components into a functional application. • Test and debug an app to improve performance.	

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Common Summative Assessment:	
Students will design, develop, test, and present a functional mobile application using MIT App Inventor that solves a real-world problem or meets a specific user need.	
Project Requirements	
Students must:	
Identify a problem or purpose for their app.	
Create a planning document, sketch, or wireframe.	
Build a working app using MIT App Inventor.	
Include multiple user interface components (buttons, labels, images, text boxes, etc.).	
Demonstrate coding concepts such as:	
Events	
Variables	
Conditionals	
Procedures/Functions (if taught)	
Test and debug the app.	
Revise the app based on feedback.	
Present the completed app to the class.	
Unit Success Criteria:	
By the end of this unit, students will successfully:	
Design & Planning	
Identify a real-world problem or user need that can be addressed through an app.	
Create a plan, sketch, wireframe, or prototype for an app.	
Develop an algorithm or flowchart that outlines app functionality.	
Coding & Development	
Build a functional mobile app using MIT App Inventor.	
Apply coding concepts including sequencing, events, variables, and conditionals.	
Use components such as buttons, labels, images, text boxes, and sounds appropriately.	
Create clear and effective navigation within the app.	
Testing & Improvement	
Test the app to identify errors and areas for improvement.	
Debug code and make revisions based on testing results.	

Incorporate feedback from peers and users to improve the app.

Communication & Collaboration

Explain how the app works and the purpose it serves.

Use appropriate computer science vocabulary when discussing app development.

Collaborate respectfully and effectively with peers during the design and development process.

Digital Citizenship

Demonstrate responsible and ethical use of technology.

Consider user privacy, accessibility, and usability when designing the app.

Resources

- Computers with internet access
- MIT App Inventor accounts
- Mobile devices or App Inventor emulator
- Projector for teacher modeling

Scaffolds and Enrichment

• Struggling Learners

- Provide guided notes with key vocabulary, definitions, and screenshots.
- Use visual examples of completed apps before students begin creating their own.
- Break complex coding concepts into smaller, manageable steps.
- Display anchor charts for coding concepts such as variables, events, conditionals, and debugging.
- Pre-teach essential vocabulary using images and examples.
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Multi-Lingual Learners

- Pre-teach key vocabulary with visuals, icons, and examples.
- Provide bilingual glossaries or translated vocabulary lists when available.
- Display a word wall with computer science terms and definitions.
- Use sentence frames and sentence starters for discussions and written responses.
- Highlight and explain technical vocabulary before coding activities.

Advanced Learners

- Design an app that addresses a real-world school or community problem.
- Create an app for a specific audience, such as younger students or senior citizens.
- Develop accessibility features to improve usability for diverse users.
- Conduct user research and revise designs based on feedback.

Cover Sheet & Pacing Guide

Dover Area School District Curriculum



Course Title: Computer Science 3

Board Approval Date:

Credit / Hours: 34 Hours (45 Days / 46 Min per Day)

Course Description:

In this course, students will begin the journey into learning Computer Science with the VEXcode VR Computer Science Level 1 - Blocks course! Using VEXcode VR and engaging in robotics-based activities, students will learn about project flow, loops, conditionals, and algorithms.

Learning Activities / Modes of Assessment:

Students will be assessed in a variety of ways, including, but not limited to app creation, quizzes, tests, online activities, and partner work

Instructional Resources:

Schoology, VR Vex (Website), VEX IQ Kits, VEX IQ App (iPad), Digital Literacy Pro Course (TestOut)

Pacing Guide: Computer Science 3 (8th Grade)

Course Unit (Topic)	Length of Instruction (Class Periods)
Course Introduction Course Expectations	2
Digital Citizenship	4
Vexocde VR - Unit 1 Introduction	3
Vexocde VR - Unit 2 Moving the Robot	3
Vexocde VR - Unit 3 - Repeating Behaviors and Pen Tool	5
Vexocde VR - Unit 4 - Bumper Sensor	3
Vexocde VR - Unit 6 - Knowing Your Location	3
VEXIQ - Test Bed	7
VEXIQ - Standard Drive Base / Autopilot	7
VEX IQ - Disassemble Robots / Inventory	2
Minecraft - Escape Estate	3
TOTAL	42

KUD

Dover Area School District Curriculum K-U-D
8th Grade Computer Science

Standards	Know	Understand	Do
1A-AP-10 Develop programs with sequences and simple loops, to express ideas or address a problem.	Hat Blocks - start a stack of blocks Stack Blocks - perform main commands Boolean Blocks - return a condition as either true or false Reporter Blocks - report values in the form of numbers C Blocks - loops the blocks Identify that a programming language is a set of rules in which symbols represent actions.	loops are used to repeat behaviors multiple amount of times	write code in VexVR program. Sequence behaviors correctly in order to solve the challenge. Break down the necessary steps to complete challenges modify code from the lesson
1A-AP-11 Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.	Hat Blocks - start a stack of blocks Stack Blocks - perform main commands Boolean Blocks - return a condition as either true or false Reporter Blocks - report values in the form of numbers C Blocks - loops the blocks	breakdown of multiple steps in to precise instructions for our robot	write code in VexVR program. Sequence behaviors correctly in order to solve challenges. Break down the necessary steps to complete challenges modify code from the lesson

	Identify that behaviors are actions performed by a robot defined by the programming language.		
1B-AP-12 Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features.	Hat Blocks - start a stack of blocks Stack Blocks - perform main commands Boolean Blocks - return a condition as either true or false Reporter Blocks - report values in the form of numbers C Blocks - loops the blocks Identify that a robot's behavior is changed by changing the programming blocks, which are called commands.	adding advanced code/features to ones existing work	write code in VexVR program. Sequence behaviors correctly in order to solve challenges. Break down the necessary steps to complete challenges modify code from the lesson
1B-AP-10 Create programs that include sequences, events, loops, and conditionals.	Identify how to use the [Drive for] block to drive the VR Robot a specific distance.	robots can move at different distances based on the commands given	

2-AP-17 Systematically test and refine programs using a range of test cases.	Identify the range of values used in the [Set drive velocity] block. Repeat Block, Pen Color Block, Move Pen Block Identify how to use the [move robot pen] block to make a black line. Identify how to use the [Set Pen color] block to change pen colors to create black, red, green, or blue lines. Identify how to use the [Repeat] block to repeat the blocks inside of it for a set number of times. Identify that the [Repeat] block can accept integers as parameters. Identify that conditions are used to end a [Repeat] block. Describe why a [Repeat] block would be used in a project. Describe the flow of a project that contains a [Repeat] block.	finding errors in a given project and modifying it to work successfully. identify how to use a [Repeat] loop to repeat the sequence commands inside of it for a set number of times in order to draw a square on the Art Canvas. apply blocks from the Drivetrain, Looks, and Control categories in the correct sequence in order. Build on the projects wrote in the previous lessons Build, test, and refine projects to successfully complete the task, including estimating and testing turn angles.
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Unit 1 - Vexcode VR Robotics

DASD Unit Map Template

Subject:	Robotics - Vexcode VR	Grade Level: 8th	Duration: 17 - 20 Class Periods
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Key Learnings	<i>Programming uses algorithms to control robot behavior and solve problems.</i> <i>Robots follow precise instructions written through code.</i> <i>Sequencing, loops, conditionals, and variables help create efficient programs.</i> <i>Event-driven and autonomous behaviors can be programmed to complete tasks.</i> <i>Computational thinking helps programmers break complex problems into manageable steps.</i> <i>Debugging is an essential part of the coding process and improves program performance.</i>
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Unit Essential Question:	How can coding and computational thinking be used to program robots to solve problems and complete tasks?
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Identified Standards Addressed in the Unit:		VEXcode VR Connection
Standard	Description	
2-AP-10	Use flowcharts and/or pseudocode to address complex problems as algorithms.	Students plan robot behaviors and navigation before coding.
2-AP-11	Create clearly named variables that represent different data types and perform operations on their values.	Students use variables to track sensor data, distances, scores, or conditions.
2-AP-12	Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.	Students program robots using loops, conditionals, and decision-making behaviors.
2-AP-13	Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.	Students break robotics challenges into smaller coding tasks.
2-AP-14	Create procedures with parameters to organize code and make it easier to reuse.	Students create reusable code blocks and efficient solutions.

2-AP-15	Seek and incorporate feedback from team members and users to refine a program.	Students collaborate and improve robot programs through testing.
2-AP-16	Incorporate existing code, media, and libraries into original programs.	Students adapt example projects and build upon existing code structures.
2-AP-17	Systematically test and refine programs using a range of test cases.	Students debug and improve robot performance.
2-AP-18	Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.	Students work together on robotics challenges and projects.
2-AP-19	Document programs in order to make them easier to follow, test, and debug.	Students explain algorithms and document coding solutions.

Know (Concepts):

Coding & Programming Concepts

- Robots follow instructions written through code.
- Algorithms are step-by-step instructions used to solve problems.
- Programs use sequencing to execute commands in a specific order.
- Loops allow actions to repeat efficiently.
- Conditionals help robots make decisions based on information they receive.
- Variables can store and change information within a program.
- Debugging is the process of finding and fixing coding errors.

Computational Thinking Concepts

- Complex problems can be broken into smaller, manageable parts.
- Multiple solutions may exist for the same robotics challenge.
- Testing and iteration improve the effectiveness of programs.

Do (Competencies):

Coding & Programming

- Create and execute programs using VEXcode VR.
- Write algorithms that direct a robot to complete specific tasks.
- Use sequencing to organize commands in a logical order.
- Apply loops to repeat actions efficiently.
- Use conditional statements to enable robots to make decisions.
- Incorporate variables and sensor data into programs when appropriate.
- Modify and improve existing code to increase efficiency and accuracy.

Robotics & Navigation

- Program a virtual robot to move, turn, and navigate within a virtual environment.
- Control robot movement using distance, direction, and angle measurements.
- Use sensors to gather information and respond to environmental conditions.
- Program robots to avoid obstacles, follow paths, or complete challenges.
- Navigate robots using coordinate systems and positional awareness.

Computational Thinking & Problem Solving

- Decompose complex robotics challenges into smaller, manageable steps.
- Design, test, and refine algorithms to solve problems.
- Analyze robot performance and identify areas for improvement.
- Apply logical reasoning to troubleshoot coding and navigation challenges.
- Evaluate multiple solutions and determine the most effective approach.

• Computational thinking includes problem decomposition, pattern recognition, abstraction, and algorithm design. Robotics Concepts • Robots use sensors to gather information about their environment. • Sensor data helps robots make decisions and complete tasks. • Virtual robots can simulate real-world robotic behaviors and challenges. • Robots can be programmed to move, turn, detect objects, and navigate spaces. • Navigation & Movement • Robots move using programmed directions, distances, and angles. • Coordinates and positioning systems help robots navigate environments. • Precise measurements are important for successful robot movement. • Different coding commands control speed, direction, and movement accuracy. Digital Literacy & Career Connections • Robotics combines computer science, engineering, mathematics, and technology. • Coding and robotics skills are used in many careers. • Virtual robotics environments provide opportunities to practice real-world programming skills. • Emerging technologies such as automation and artificial intelligence rely on programming and computational thinking.	Testing & Debugging • Test programs systematically to ensure desired outcomes. • Identify, troubleshoot, and correct coding errors. • Revise programs based on testing results and feedback. • Use debugging strategies to improve robot performance and reliability. Communication & Collaboration • Explain how a program works using appropriate computer science vocabulary. • Document algorithms, coding decisions, and problem-solving processes. • Collaborate with peers to design, build, test, and improve programs. • Provide and incorporate constructive feedback during robotics challenges.
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Unit Key vocabulary

- Robot A machine that can be programmed to perform tasks automatically.
- Algorithm A step-by-step set of instructions used to solve a problem or complete a task.
- Code The instructions written by a programmer that tell a computer or robot what to do.

	● Program A complete set of coded instructions that a computer or robot can execute. ● Sequence The specific order in which instructions are carried out in a program. ● Loop A programming structure that repeats a set of instructions multiple times. ● Conditional A programming statement that allows a program to make decisions using "if/then" logic. ● Variable A named storage location that holds information that can change while a program is running. ● Sensor A device that detects information from the environment and sends it to a robot or computer. ● Debugging The process of finding and fixing errors or problems in a program. ● Computational Thinking A problem-solving process that involves breaking problems into smaller parts, recognizing patterns, creating algorithms, and testing solutions. ● Iteration The process of repeatedly testing, improving, and refining a program or solution. ● Coordinate A set of numbers used to identify a specific location on a grid or plane. ● Drivetrain The system of motors and wheels that allows a robot to move. In VEXcode VR, drivetrain commands control the robot's movement and turning. ● Navigation The process of planning and controlling a robot's movement from one location to another. ● Autonomous Operating independently without direct human control after being programmed. ● Problem Solving The process of identifying a challenge and developing a solution to overcome it. ● Event An action or occurrence that triggers a response in a program, such as pressing a button or detecting an object. ● Input Information received by a computer or robot from a user, sensor, or other source. ● Output Information or actions produced by a computer or robot as a result of processing input. ● Efficiency Accomplishing a task using the fewest steps, least amount of time, or minimal resources. ● Engineering Design Process A series of steps used to solve problems and create solutions, typically including: Ask, Imagine, Plan, Create, Test, and Improve.
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Sample Unit Activating Strategy	● Robot Says (like Simon Says, but focused on coding commands) ● Maze Navigation Challenge (students write directions through a grid) ● What's Wrong with the Algorithm? (find errors in a set of instructions) ● Predict the Robot's Path (look at code and predict movement) ● Real-World Robots Brainstorm (identify robots used in everyday life and discuss how they are programmed)
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	Introduction - 3 Periods	Moving the Robot - 3 Periods	Repeating Behaviors - Using the Pen Tool - 5 Periods

Lesson Essential Question	How can programmers use code to control a virtual robot and solve problems?	How can programmers use precise sequences of commands to control a robot's movement and solve challenges?	How can loops make robot programs more efficient and easier to create?
Key Lesson Vocabulary	• Robot A machine that can be programmed to perform tasks automatically. • Code Instructions written to tell a computer or robot what to do. • Program A complete set of coded instructions that a robot can follow. • Algorithm A step-by-step set of instructions used to solve a problem. • Sequence The order in which instructions are executed in a program. • Command A specific instruction given to a robot. • Block-Based Coding Programming using visual blocks instead of typed text. • Drivetrain The movement system that controls how a robot drives and turns. • Parameter A value inside a coding block that can be changed, such as distance or speed. • Playground The virtual environment where the VEXcode VR robot operates. • Coordinate A number that identifies a specific location on a grid.	Same as Lesson 1	• Loop A programming structure that repeats a set of instructions multiple times. • Repeat Loop A loop that repeats commands a specific number of times. • Forever Loop A loop that continues running until the program is stopped.

	• Input Information entered into a system. • Output The result or action produced by a program. • Debugging Finding and fixing errors in a program. • TestingRunning a program to check if it works correctly. • Computational Thinking Breaking problems into smaller steps and designing solutions logically.		
Assessment	Students must: • Create a new VEXcode VR project. • Use drive and turn commands. • Adjust parameters correctly. • Move the robot to specific locations or targets. • Test and debug the program. • Explain how their algorithm works.	Students must: • Use a sequence of drivetrain commands. • Move the robot to designated locations. • Include forward, reverse, and turning movements. • Test and debug their program. • Explain how their algorithm works.	Students must: • Use at least one Repeat Loop. • Successfully navigate the robot through a challenge. • Demonstrate reduced code repetition. • Test and debug the program. • Explain why a loop was used.

Lesson 4		Lesson 5	
Duration	Using the Bumper Sensor - 3 Periods	Knowing Your Location - 3 Periods	
Essential Question	How can a robot use sensors and conditions to make decisions while navigating a maze?	How can a robot use coordinates and sensor data to navigate to a specific location?	
Key Lesson Vocabulary	• Bumper Sensor A sensor that detects when the robot touches an object or wall. • Boolean A value that is either TRUE or FALSE.	• Location Sensor A sensor that reports the robot's position using X and Y coordinates. • Coordinate Plane A grid formed by the X-axis and Y-axis used to locate positions.	

	• Condition A statement that evaluates as TRUE or FALSE and controls program flow. • Wait Until Block A control block that pauses the program until a condition becomes TRUE. • Event An action or occurrence that causes the program to respond. • Sensor Feedback Information collected by a sensor that helps the robot make decisions. • Algorithm A step-by-step set of instructions used to solve a problem. • Control Block A coding block that manages the flow of a program. • Maze Navigation Programming a robot to move through a maze while avoiding or responding to obstacles. • Debugging Finding and fixing errors in a program.		• X-Axis The horizontal axis on a coordinate plane. • Y-Axis The vertical axis on a coordinate plane. • Coordinates An ordered pair (X, Y) that identifies a specific location.
Assessment	Students will create a VEXcode VR project that allows the VR Robot to: • Drive forward through a maze. • Detect walls using the Bumper Sensor. • Use a Wait Until block with a Boolean condition. • Change direction when a wall is detected. • Successfully navigate a section of the Wall Maze Playground.	Students will create a VEXcode VR project that: • Uses the Location Sensor to determine the robot's position. • Uses X and Y coordinates to navigate the Number Grid Map Playground. • Drives the robot to at least three specified coordinates. • Uses Wait Until blocks and comparison operators correctly.	

		• Successfully stops at the correct locations.
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Authentic, Varied, and Frequent Assessment Types			
Common Pre-Assessment (If applicable):			
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Common Summative Assessment:			
Assessment Title	Robot Rescue Mission Scenario		
A research robot has been sent into a disaster zone to collect important data. The robot must navigate the area, avoid obstacles, use sensors to make decisions, and travel to specific locations to complete its mission.			
Students will create a VEXcode VR project that demonstrates skills learned throughout Units 1, 2, 3, 4, and 6.			
Essential Question	How can programmers use movement, sensors, conditions, and coordinates to solve real-world problems with robotics?		
Skills Assessed	Unit Skill Unit 1 Basic robot movement and sequencing Unit 2 Drivetrain commands and accurate navigation Unit 3 Repetition using loops Unit 4 Sensor-based decision making using the Bumper Sensor Unit 6 Location Sensor and coordinate navigation Student Task		
Unit Skill			
Unit 1 Basic robot movement and sequencing			
Unit 2 Drivetrain commands and accurate navigation			
Unit 3 Repetition using loops			
Unit 4 Sensor-based decision making using the Bumper Sensor			
Unit 6 Location Sensor and coordinate navigation	Program the VR Robot to complete all mission objectives:		
Student Task	Mission 1: Travel		
	Move from the starting point to a designated location using accurate movement commands.		
	Mission 2: Repeat Actions		

Use at least one loop to perform a repeated action.

Examples:

Repeated movement

Repeated turns

Repeated collection sequence

Mission 3: Obstacle Detection

Use the Bumper Sensor to detect an obstacle.

When an obstacle is detected:

Stop

Turn

Continue moving

Mission 4: Coordinate Navigation

Use the Location Sensor to travel to at least two specified coordinates.

Example:

(500, 0)

(500, 500)

Mission 5: Reach Final Destination

Navigate successfully to the final target location.

Unit Success Criteria:

- ☐ Create a sequence of commands to move the VR Robot accurately.
- ☐ Use drivetrain commands to control the robot's movement and direction.
- ☐ Use loops to repeat actions efficiently.
- ☐ Use a Bumper Sensor to detect obstacles.
- ☐ Use Boolean conditions and a Wait Until block to make decisions in my program.
- ☐ Use the Location Sensor to identify the robot's position.
- ☐ Navigate the robot to specific coordinates on the playground.
- ☐ Test and debug my code when the robot does not behave as expected.
- ☐ Explain how sensors, loops, and coordinates work together to solve a problem.
- ☐ Complete the Robot Rescue Mission by meeting all required objectives.

Resources

Lesson 1

VEXcode VR platform
Art Canvas Playground
Unit 1 Student Activities
Teacher demonstration projects
Coding journal or reflection sheet

Lesson 2

VEXcode VR platform
Grid Map Playground
Measurement reference sheet (optional)
Unit 2 Student Activity Pages
Debugging checklist

Lesson 3

VEXcode VR platform
Art Canvas Playground
Grid Map Playground
Loop challenge worksheets
Coding journal

Lesson 4

VEXcode VR platform
Wall Maze Playground
Unit 4 Student Activities
Boolean logic reference sheet
Debugging guide

Lesson 5

VEXcode VR platform
Number Grid Map Playground
Coordinate plane reference sheet
Unit 6 Student Activities
Graph paper for planning routes (optional)

Scaffolds and Enrichment		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
● Provide completed examples of VEXcode VR projects for students to analyze before creating their own. ● Break coding tasks into smaller, manageable steps with checkpoints. ● Use visual guides with screenshots of blocks and expected outcomes. ● Provide coding templates with some blocks already in place. ● Pair students with a peer partner for collaborative problem-solving. ● Use think-aloud modeling to demonstrate how to troubleshoot errors. ● Create anchor charts for common blocks, sensors, and coding vocabulary. ● Provide a debugging checklist: ● Did I choose the correct block? ● Are my values correct?	● Pre-teach key vocabulary with visuals and examples. ● Create bilingual vocabulary lists when possible. ● Use sentence stems during discussions and reflections: ● "The robot moves because..." ● "The sensor detects..." ● "I used a loop to..." ● Incorporate diagrams, icons, and screenshots to support directions. ● Model coding concepts using gestures and demonstrations. ● Allow students to discuss ideas with peers in their home language before sharing in English.	● Require students to explain their code using proper programming vocabulary. ● Challenge students to optimize their code by reducing unnecessary blocks. ● Have students create tutorial videos demonstrating their solutions. ● Allow students to design and present their own VEXcode VR challenge for classmates.

Unit 2 - VEXIQ - Robotics

DASD Unit Map Template

Subject:	Robotics - VEX IQ	Grade Level:	8th	Duration:	20 - 22 Class Periods
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Key Learnings	<i>Identifying challenges</i> <i>Brainstorming solutions</i> <i>Building prototypes</i> <i>Testing and evaluating designs</i> <i>Improving designs through iteration</i> <i>Robot construction</i> <i>Gears and gear ratios</i> <i>Drivetrains</i> <i>Levers, pulleys, and other simple machines</i> <i>Mechanical advantage and motion</i> <i>Sequencing</i> <i>Loops and repetition</i> <i>Conditional statements</i> <i>Variables and logic</i> <i>Debugging strategies</i> <i>Algorithm design</i>
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Unit Essential Question:	How can we design, build, and program a robot to successfully complete a challenge?
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Identified Standards Addressed in the Unit:	Algorithms & Programming 2-AP-10 — Use flowcharts and/or pseudocode to address complex problems. 2-AP-13 — Decompose problems and subproblems into parts. 2-AP-17 — Systematically test and refine programs using a range of test cases. 2-AP-19 — Document programs to make them easier to follow and understand. Computing Systems 2-CS-02 — Design projects that combine hardware and software components. 2-CS-03 — Systematically identify and fix hardware and software problems.
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Data & Analysis

- 2-DA-08 — Collect data using computational tools.
 - 2-DA-09 — Refine data collection and presentation methods.
- ## Impacts of Computing
- 2-IC-20 — Compare tradeoffs associated with computing technologies.
 - 2-IC-21 — Discuss issues of access and equity in computing technologies.

Know (Concepts):

- The steps of the Engineering Design Process (Ask, Imagine, Plan, Create, Test, Improve).
- The purpose and function of key robot components, including motors, sensors, gears, controllers, and structural parts.
- Basic robotics vocabulary and terminology.
- How robots use hardware and software to perform tasks.
- The role of algorithms in programming and controlling robotic behavior.
- The purpose of programming structures such as sequences, loops, and conditionals.
- How sensors collect information and provide input for robot decision-making.
- The importance of testing, debugging, and iteration in engineering and programming.
- How data can be collected and used to evaluate robot performance.
- The characteristics of an effective engineering solution.
- How collaboration and communication contribute to successful STEM projects.

Do (Competencies):

- ### Engineering & Design
- Apply the Engineering Design Process to solve a problem or complete a challenge.
 - Design, build, test, and improve a robotic solution.
 - Create and evaluate prototypes based on design criteria and constraints.
 - Analyze the effectiveness of a design and make improvements through iteration.

Robotics & Construction

- Assemble and modify a VEX IQ robot using appropriate components.
- Identify and explain the function of robot parts, including motors, sensors, gears, and structural elements.
- Configure and troubleshoot robot hardware.

Programming & Computational Thinking

- Create programs using sequences, loops, and conditional statements.
- Develop algorithms to accomplish specific tasks.
- Use computational thinking strategies to break complex problems into manageable parts.
- Debug and revise programs to improve performance and accuracy.

Data Collection & Analysis

- Collect and interpret data from sensors and robot performance tests.
- Use evidence from testing to make informed design and programming decisions.
- Evaluate multiple solutions and determine which is most effective.

Problem Solving

- Identify problems and develop multiple possible solutions.
- Test solutions systematically and refine them based on results.
- Apply logical reasoning to overcome engineering and programming challenges.

Collaboration & Communication

- Work effectively as a member of an engineering team.

• The connections between science, technology, engineering, and mathematics in solving real-world problems. • The impact of robotics and automation on everyday life and future careers.	• Communicate ideas, designs, and results clearly with peers and teachers. • Provide and receive constructive feedback during the design process. • Document design decisions, testing results, and improvements in an engineering notebook or project record.
	Technology & Career Readiness • Use technology tools responsibly and effectively. • Demonstrate perseverance, adaptability, and creativity when faced with challenges. • Connect robotics and automation concepts to real-world applications and careers.

Unit Key vocabulary	• Engineering Design Process A step-by-step method used to solve problems by identifying a need, designing a solution, building, testing, and improving it. • Prototype An early model or version of a design used to test ideas before creating the final product. • Iteration The process of making improvements to a design or program through repeated testing and refinement. • Algorithm A set of clear, ordered instructions used to solve a problem or complete a task. • Program A collection of coded instructions that tells a computer or robot what actions to perform. • Sequence The specific order in which instructions are executed in a program. • Loop A programming structure that repeats a set of instructions until a condition is met or for a specified number of times. • Conditional A programming statement that allows a robot or computer to make decisions based on whether a condition is true or false (e.g., "if-then" statements). • Debugging The process of finding and fixing errors or problems in a program or design. • Sensor A device that detects information from the environment, such as distance, color, light, or touch, and sends that information to the robot. • Motor A device that converts electrical energy into motion, allowing a robot to move or operate mechanisms. • Gear Ratio The relationship between the number of teeth on two connected gears that affects speed and torque. • Drivetrain The system of motors, wheels, gears, and axles that allows a robot to move. • Input Information received by a computer or robot from a user, sensor, or other source. • Output Information or actions produced by a computer or robot, such as movement, sounds, or displayed messages. • Automation The use of technology to perform tasks automatically with little or no human intervention. • Computational Thinking A problem-solving process that involves breaking down problems, recognizing patterns, creating algorithms, and using logical reasoning. • Robotics The field of technology that involves designing, building, programming, and operating robots. • Data Facts, measurements, or observations collected for analysis and decision-making. • Teamwork Working collaboratively with others to achieve a common goal by sharing ideas, responsibilities, and problem-solving efforts.
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Sample Unit Activating Strategy

Sample Unit Activating Strategy: "Robot Challenge: Human vs. Machine" Objective

Engage students in thinking about how robots solve problems and introduce the Engineering Design Process.

Materials

Masking tape or cones to create a simple path

Small objects (blocks, cups, or balls)

Timer

Whiteboard or chart paper

Activity (10–15 Minutes)

Hook

Ask students:

"What jobs or tasks can robots do better than humans? What tasks are still easier for humans?"

Allow students to share ideas with a partner and then discuss as a class.

Challenge

Select one student volunteer to complete a simple task (such as moving an object through an obstacle course) while blindfolded or without touching the object directly.

The class may only give the volunteer one instruction at a time.

Example instructions:

"Take two steps forward."

"Turn right."

"Pick up the block."

Debrief

Ask:

Why was the task difficult?

What happened when instructions were unclear?

How is this similar to programming a robot?

What would happen if the instructions were in the wrong order?

	Record responses and connect them to: Algorithms Sequences Debugging Engineering Design Process Bridge to the Unit Explain: "Throughout this unit, you will become engineers and programmers. You will design, build, and program robots to complete challenges, just like real engineers solve problems in the world around us." Exit Reflection Students complete a quick write: "What is one thing a robot needs in order to successfully complete a task?"
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	Lesson 1	Lesson 2	Lesson 3
Duration	TestBed - 7 - 10 Class Periods	Autopilot (Drive Forward Reverse) -3-5 Class Periods	Autopilot (Turning) -3-5 Class Periods
Lesson Essential Question	How can understanding the parts and functions of a robot help us design, build, and program effective robotic solutions? Testbed A standard robot configuration used to learn about robot components and programming.	How can a robot be programmed to move accurately forward and backward to complete a task? Program A set of instructions that tells a robot what actions to perform.	How can a robot be programmed to turn accurately in order to navigate and complete tasks? Turn To rotate or change direction from the current position.
Key Lesson Vocabulary			

● Robot A machine that can be programmed to perform tasks automatically. ● Brain The robot's computer that controls inputs, outputs, and programs. ● Controller A handheld device used to operate the robot manually. ● Motor A device that creates movement by converting electrical energy into mechanical energy. ● Sensor A device that detects information from the environment and sends it to the robot's brain. ● Drivetrain The system of motors, wheels, and gears that enables a robot to move. ● Input Information received by the robot from a user or sensor. ● Output An action or response produced by the robot, such as movement or a display. ● Program A set of instructions that tells the robot what to do. ● Algorithm A step-by-step procedure used to solve a problem or perform a task. ● Sequence The order in which commands are executed. ● Debugging Finding and correcting errors in a program or robot design. ● Engineering Design Process A systematic approach to	● Algorithm A step-by-step set of instructions used to solve a problem or complete a task. ● Sequence The order in which commands are executed. ● Drivetrain The system that allows a robot to move using motors, wheels, and gears. ● Motor A device that converts electrical energy into movement. ● Forward Movement in the direction the robot is facing. ● Reverse (Backward) Movement opposite the direction the robot is facing. ● Distance The amount of space traveled from one point to another. ● Velocity The speed and direction at which the robot moves. ● Command An instruction given to the robot through a program. ● VEXcode IQ The programming software used to create robot programs. ● Debugging Finding and correcting errors in a program. ● Predict To make an educated guess about what will happen before testing. ● Test To run a program and observe the results. ● Iteration Improving a program through repeated testing and adjustments.	● Rotation Movement around a central point or axis. ● Angle The amount of turn measured in degrees. ● Degree (°) A unit used to measure angles and turns. ● Right Turn A clockwise rotation of the robot. ● Left Turn A counterclockwise rotation of the robot.
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	solving problems through designing, testing, and improving solutions. • Data Information collected through observations, testing, or sensors.		
Assessment	Students can: • Identify major Tested components and their functions. • Explain how hardware and software work together. • Create and run a basic robot program. • Troubleshoot and debug simple errors. • Communicate their understanding using appropriate robotics vocabulary.	Students can: • Use drivetrain movement commands correctly. • Program both forward and reverse movement. • Adjust movement distances as needed. • Run the program successfully.	Students can: • Use turn commands correctly. • Program both left and right turns. • Use appropriate angle measurements. • Complete the path accurately.

Authentic, Varied, and Frequent Assessment Types	
Common Pre-Assessment (If applicable):	
I	
Common Summative Assessment:	
Assessment Title	
Build It, Move It, Navigate It!	
Essential Question	
How can we use programming and robot design to accurately navigate a robot through a challenge course?	
Assessment Overview	

Students will demonstrate their understanding of the Testbed, Drive Forward and Reverse, and Turning lessons by programming their VEX IQ robot to complete a navigation course that requires forward movement, backward movement, and precise turns.

This assessment measures students' ability to:

- Identify and explain robot components.
 - Program robot movement.
 - Use turning commands accurately.
 - Test and debug programs.
 - Apply computational thinking and the Engineering Design Process.
- Performance Task Challenge:

Program the Testbed robot to complete the following sequence:

- Drive forward to Point A.
- Turn 90° right.
- Drive forward to Point B.
- Turn 90° left.
- Drive forward to Point C.
- Reverse back to a designated finish area.

Students may modify distances based on the classroom setup.

Part 1: Robotics Knowledge Check

Students answer the following questions:

- What is the purpose of the VEX IQ Brain?
- How does a motor help a robot move?
- What is the function of the drivetrain?
- What is an algorithm?
- Why is debugging important when programming a robot?

Suggested Point Value: 10 points

Part 2: Program Design

Students create and submit:

A flowchart or pseudocode plan.
Their VEXcode IQ program.

Requirements:

- ✓ Includes forward movement commands.
- ✓ Includes reverse movement commands.
- ✓ Includes left and right turns.
- ✓ Uses commands in the correct sequence.
- ✓ Successfully navigates the course.

Suggested Point Value: 20 points

Part 3: Performance Demonstration

Students run their robot through the course.

Success Criteria:

- Reaches all checkpoints.
- Completes required turns accurately.
- Returns to the finish area.
- Demonstrates minimal programming errors.

Suggested Point Value: 30 points

Part 4: Reflection

Students respond to the following:

Which part of the challenge was most difficult?

How did testing improve your program?

Describe one debugging change you made.

How did understanding the Testbed robot help you complete the challenge?

If given more time, what improvements would you make?

Suggested Point Value: 10 points

Unit Success Criteria:

- Identify the parts of a VEX IQ robot and explain what they do.
- Program my robot to drive forward and backward.

- Program my robot to turn left and right accurately.
- Create and follow an algorithm to complete a challenge.
- Test and debug my program when errors occur.
- Improve my robot's performance through trial and error.
- Use robotics vocabulary correctly.
- Work collaboratively and communicate my thinking.
- Successfully program my robot to navigate a course using movement and turning commands.

Resources

- VEX IQ Kit (1 per team)
- VEX IQ Brain
- VEX IQ Controller
- Smart Motors
- Wheels and Axles
- Structural Components (beams, connectors, pins)
- Battery and Charging Equipment
- Completed Testbed Robot (or components to build it)
- Computers, Chromebooks, or Tablets (1 per student or team)
- Internet Access (for accessing STEM Labs and resources)
- VEXcode IQ Software (Blocks or Python)
- Projector or Interactive Display for demonstrations
- Student Headphones (optional for video tutorials)

Scaffolds and Enrichment

Scaffolds and Enrichment		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
● Provide step-by-step visual guides for building the Testbed robot. ● Use completed robot models as examples. ● Break programming tasks into smaller chunks (e.g., first drive forward, then add reverse, then add turns). ● Provide pre-built code templates with missing commands for students to complete.	● Pre-teach robotics vocabulary with visuals and examples. ● Create a picture glossary of robot parts and programming terms. ● Provide bilingual vocabulary lists when available. ● Use sentence frames for discussions and reflections. Demonstrate concepts physically before coding.	● Program the robot to navigate a more complex obstacle course. ● Challenge students to complete a path using the fewest possible commands. ● Introduce variables and parameters to adjust movement distances. ● Explore coding the same challenge in both Blocks and Python. Design and test multiple navigation routes and compare efficiency.

● Model programming concepts through teacher think-alouds. ● Pair students with supportive peers during build and coding activities. ● Use color-coded diagrams to identify robot components. ● Robotics vocabulary reference sheet. ● Anchor charts for: ● Engineering Design Process ● Programming Sequence ● Debugging Steps ● Guided notes and graphic organizers. ● Checklists for completing coding challenges.	● Use gestures, visuals, and modeling when introducing new vocabulary. ● Pair students strategically for collaborative learning. ● Provide translated instructions when available. ● Encourage students to discuss ideas in their home language before sharing in English.	● Investigate how wheel size affects distance traveled. ● Experiment with speed settings and analyze their impact on accuracy. ● Modify the Testbed design to improve performance.
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Dover Area School District Curriculum Cover Sheet

Grade: 9

Subject/Course Title: English I

Credit: 1

Course Description: Students will read a wide range of literature, including novels, short stories, poetry and dramas. The course will focus on analyzing and interpreting literature through writing and discussion. Public speaking and vocabulary will also be practiced throughout the course. **The successful completion of a research project is required.**

Instructional Resources: *Elements of Fiction: 3rd Course, Romeo & Juliet, To Kill a Mockingbird, The Miracle Worker, Racing in the Rain, Anthem, A Separate Peace*



Dover Area School District Curriculum K-U-D
High School English I
Text: Elements of Literature Course 3 Holt, Rinehart and Winston

Standard	Eligible Content	Know	Understand	Do
READING NONFICTION				
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.	L.N.1.3.1. Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.N.1.3.2 Summarize the key details and events of a nonfiction 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. L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction. L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction. L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction. L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction. L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction. L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction.	Theme/Central Idea Main ideas Character Setting Key ideas/details Objective Summary Genre Plot Theme Tone Style Point of View	Central ideas can be implied or explicitly stated by the author. Readers determine the central idea of a text by paying special attention to concepts like the genre, tracking key ideas and details, and then synthesizing the two- frequently throughout a text-to determine what themes emerge, are shaped, and refined throughout a work. Objective summaries of a text should encompass the most pertinent key ideas and details without any additional student commentary.	Identify the central idea of a text. Trace how the author develops this idea. Summarize the text objectively.
CC.1.2.9–10.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.N.1.3.1. Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.N.1.3.2 Summarize the key details and events of a nonfiction 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. 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.	Main Ideas v Details Summarize Plot Inference Conclusion Cite Generalization Stereotype	The author's identity influences the text. Understanding the author's purpose enables students to make more accurate inferences and conclusions. An author's diction and tone are intended to influence to reader directly. When students track language, patterns can emerge that allow them to make further inferences and conclusions. One piece of evidence is not sufficient to support your claim. Inferences are required to understand information not explicitly stated in the text.	Evaluate the author's bias of subject matter. Summarize the text objectively. Support inferences with evidence from the text.
CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	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.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. 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. L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction. L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction. L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction. L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction. L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction. L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of 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.	Author's Purpose Text Structure Denotation Connotation Interpretation Main ideas (infer/identify) Details Propaganda Facts Character Plot Setting Theme Voice Tone Style Mood Point of View	There are multiple ways to organize informational text, including chronological order, comparison/contrast. The use of graphs, charts, and headings are important to our understanding of the text.	Explain the connections between ideas in a text. Trace the series of events in a text. Create and utilize time lines. Use maps as an aid to understanding.
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction. L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction. L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction. L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction. L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction. L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction.	Point of View First Person Third Person Third Person Limited Third Person Omniscient Characterization/Evaluation Setting Evaluation Universal Themes Tone Voice Style Mood Rhetoric	The author's opinion towards the subject affects our understanding of the text. The point of view from which a text is told affects the understanding of a text. Rhetorical devices are used to influence reader understanding.	Analyze the effect of point of view on the text. Evaluate the differences between what is present and absent in different types of writing. Identify examples of text that utilize diction which supports the point of view of the author. Evaluate the effectiveness of rhetoric in the text. Explain how rhetoric influences the reader.



Dover Area School District Curriculum K-U-D
High School English I
Text: Elements of Literature Course 3 Holt, Rinehart and Winston

Standard	Eligible Content	Know	Understand	Do
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	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.2.4.1 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.	Text Structure/Text Purpose Propaganda Headings Graphics Charts Sequence	Summaries and themes require analysis of an entire text. Themes are not expressed in one word. Main ideas are found by evaluating the key ideas and details. Main ideas of a text are often repeated throughout a text for the greatest impact on the intended readers. Strong claims are often supported by multiple examples.	Trace the development of ideas throughout a text. Analyze how selections from the text contribute to the overall meaning. Identify key points of a text. Evaluate how an author's main point is supported.
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	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.	Author's Purpose Tone Connotation Denotation	Word choice affects our understanding of a text. The words authors use are intentional and they use specific words to influence the reader's thinking. Analyzing the author's word choice (diction) helps students determine the tone, mood, and purpose of a piece.	Analyze the meanings of words and how context affects the meaning of these words and phrases, (i.e. is the author using a word in a literal or more figurative, connotative way to suggest something else). Explain how the repeated use of words and phrases word together to achieve some cumulative effect (e.g. a series of words and phrases evoking images or notions of conflict might contribute to meaning or tone). Evaluate the differences between what is present and absent in different types of writing. Identify examples of text that utilize diction that supports the point of view of the author. Analyze diction to determine author's purpose.
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.	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.	Fiction Nonfiction Explain Interpret Compare/Contrast Describe Analyze Evaluate	Literary nonfiction and media can both share the "same" account, however the presentation of each is different. Students compare and contrast mediums to develop a better understanding of the main ideas and themes in a given piece. Comparing mediums develops a deeper understanding of the text and details emphasized in each piece.	Determine the effects of literary form on the key ideas present in various media. Compare and contrast alternative reports of the same subject (e.g. event, a person's life) according to the medium used (print, film, other).
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.	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.	Fact Opinion Essential Nonessential Propaganda Explicit Implicit Claim Assertion	Nonfiction is composed of both facts and opinions, and, it is the task of the reader to discern essential from nonessential information, in order to be able to analyze the text. Bias and propaganda techniques are employed to influence the reader, so it is important that they can read a persuasive piece, identify bias and propaganda, and understand /critique the author's purpose in utilizing it. Authors of nonfiction assert points or construct arguments and readers should be able to defend or refute those point(s).	Read and annotate nonfiction text. Identify bias in text. Differentiate facts and opinions. Identify various types of propaganda used in historical and modern texts and media. Trace the claims established in an argumentative text. Evaluate specific claims or arguments of the text, paying special attention to the rationale, credibility, and adequacy of the evidence presented throughout by the author. Analyze claims and reasoning for their veracity and logic, identifying those which are simply not true or are weakened by flaws in their logic.
CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	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 nonfiction text, in part or as a whole. 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.	seminal literary significance primary source secondary source	Significant events in United States History directly impact the actions and decisions of the country and the citizens that produce work. Written and verbal published reactions (i.e. speeches) composed by various citizens should be analyzed to determine the significance of the event, the different perspectives of the event, and how it impacted the nation. Historical documents have literary merit and provide the foundations of life in America. First hand accounts of history are valuable. There are various interpretations of many texts and value in determining alternate, even opposing interpretations.	Read and interpret historical documents. Make connections between historical documents and modern day issues. Analyze how specific landmark United States documents of great historical and literary importance treat certain common themes and ideas (e.g. liberty, justice, independence), including those choices authors made in light of their purpose, the occasion, and the audience at that time. Trace the development of theme in documents of historical and literary significance.
C.C.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.	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.	Context Clues Words in Context Vocabulary Synonym Antonym Visualize	Reading grade level texts presents students with opportunities to grow in their vocabulary level. Identifying challenging vocabulary and working with that vocabulary can help each student grow in vocabulary level, understanding, and application. When students identify challenging words and work to define them, they learn and their vocabulary grows. Academic vocabulary is different than conversational vocabulary.	Infer the meanings of words based on context clues. Evaluate the effectiveness of word choices. Compare and contrast the denotations and connotations of words.



Dover Area School District Curriculum K-U-D
High School English I
Text: Elements of Literature Course 3 Holt, Rinehart and Winston

Standard	Eligible Content	Know	Understand	Do
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.	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.	Synonym Antonym Affixes Suffixes Context Clues Multiple-Meaning Ambiguous Connotation Root words Denotation	Adding prefixes and suffixes changes the meaning of root words. Affixes refer to both prefixes and suffixes. There are various methods for students to determine the meaning of unknown, unfamiliar, or multiple meaning words.	Infer the meanings of words based on context clues. Evaluate the effectiveness of word choices. Compare and contrast the denotations and connotations of words.
C.C.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	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 nonfiction text, in part or as a whole. 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.	Literary Non-Fiction	There are different types of nonfiction texts that have different purposes.	Summarize a text independently. Explain the main ideas of a text. Analyze the way ideas in a text are connected.
READING FICTION				
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.1.1.1 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. L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction	Theme/Central Idea Main ideas Character Setting Key ideas/details Objective Summary Genre Plot Theme Tone Style Point of View	Summaries and themes require analysis of an entire text. Themes are not expressed in one word. Themes can be implied or explicitly stated by the author. Readers determine the theme of a text by paying special attention to concepts like the genre, tracking key ideas and details, and then synthesizing the two- frequently throughout a text-to determine what themes emerge, are shaped, and refined throughout a work. Objective summaries of a text should encompass the most pertinent key ideas and details without any additional student commentary.	Trace the development of theme throughout a text. Analyze specific author choices that support the development of the theme. Summarize the text objectively.
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.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. L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. 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	Main Ideas v Details Summarize Plot Inference Conclusion Cite Generalization Stereotype	The author's identity influences the text. The author's purpose enables students to make more accurate inferences and conclusions. Identifying and tracking important statements by the author and then analyzing them allows readers to identify an author's bias, assumptions, and beliefs about a subject.	Analyze specific pieces of textual evidence that answer an analytical question about the text. Explain how evidence they found answers the question or problem. Evaluate author's bias. Select essential and significant evidence collected throughout a reading and can use this evidence to participate in Socratic Seminars, small discussions, shorter writing pieces, and creative projects.
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.	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. L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction	Author's Purpose Elements of fiction Character Setting Plot Theme Voice Tone Style Mood Variety Point of View	Significant characters are complex and they grow and change throughout a text. Readers can determine whether a character has grown and changed by analyzing the author's direct characterization or indirect characterization. Character actions affect the development of the plot. The lesson the character learns is often the lesson the reader is supposed to learn.	Trace the development of characters over the course of the text. Analyze how characters interact with others. Evaluate the effect of character actions on the plot.



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CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction	Point of View First Person Third Person Third Person Limited Third Person Omniscient	The way that an author chooses to tell a story (point of view) determines how the story is constructed. A story told in first person will provide a narrower view of a situation whereas a third person omniscient narration will provide a holistic view of all characters. Each point of view has its benefits and challenges. Changing the point of view would drastically change the content of a text.	Evaluate the effect of point of view on the reader. Analyze why the author chose to compose in that point of view. Describe the effect an alternate point of view would have on the text.
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.	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. L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of 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.	Author's Purpose Style Personification Simile Metaphor Hyperbole Satire Foreshadowing Flashback Imagery Allegory Symbolism Irony Poetry Sound Devices (alliteration, consonance, assonance) Drama Stage directions Monologue Dialogue Soliloquy Dialect	The way that an author structures the plot of a text influences the reader's interpretation of the text. Analyzing the structure of the text allows readers to determine the author's intended effect, or purpose, in the design of the text. Elements of fiction often affect other aspects of the story.	Analyze how an author's choices regarding structure and narrative design affect the plot, pacing, and perceptions of the reader, focusing on how techniques such as flashbacks, parallel plots, or nonlinear-episodic narratives, create a sense of wonder, anxiety, or awe in readers. Explain the effects of figurative language on the reader's understanding of a text.
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of 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.	Tone Mood Diction Dialect Connotation Denotation	The words authors use are intentional and they use specific words to influence the reader's thinking. Analyzing the author's word choice helps students determine the tone, mood, and purpose of a piece.	Analyze the meaning of words and how context affects the meaning of these words and phrases, (i.e. is the author using a word in a literal or more figurative, connotative way to suggest something else). Explain how the repeated use of words and phrases word together to achieve some cumulative effect (e.g. a series of words and phrases evoking images or notions of conflict might contribute to meaning or tone).
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.	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.	Compare Contrast Analyze Evaluate Critique Characteristics of: narrative poetry drama	Literature and media can both share the "same" account, however the presentation of each is different. Students compare and contrast mediums to develop a better understanding of the main ideas and themes in a given piece. By comparing, students will be able to develop a deeper understanding of the text and details emphasized in each piece.	Compare and contrast a literary text with its artistic interpretation. Evaluate the effectiveness of an artistic representation of a text. Explain the connection between a literary text and its artistic representation.
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.	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.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	Narrative Poetry Drama Plot Elements of Fiction Literary Canon Universal theme Universal characters cultural significance	Authors build on literature of the past. Most literature utilizes story arcs and patterns of previous literary work. There are many universal themes in literature.	Analyze the influences of a particular literary work. Compare and contrast texts with universal themes. Evaluate the literary, historical, and/or cultural significance of a text.



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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.	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	Context Clues Words in Context Vocabulary Synonym Antonym Visualize Affix	There are various methods for students to determine the meaning of unknown, unfamiliar, or multiple meaning words. Using strategies, like IDEAS, can help students determine the meaning of unfamiliar terms.	Infer the meanings of words based on context clues. Evaluate the effectiveness of word choices. Compare and contrast the denotations and connotations of words.
CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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	Context Clues Words in Context Vocabulary Synonym Antonym Visualize	Using strategies, like word maps, can help students develop a deeper understanding of grade level vocabulary. Integrating those words and phrases into writing can help students understand the meaning of the word and how it is used.	Infer the meanings of words based on context clues. Evaluate the effectiveness of word choices. Compare and contrast the denotations and connotations of words.
CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.	fiction genre	There are different genres of literature. Reading literature allows readers to gain perspective and learn to empathize with others by sharing different human experiences.	Identify type of text based on author's intended purpose.
WRITING				
CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	No Eligible Content for this Standard	Inform v. Explain	Writing informative and explanatory texts allows the writer to further investigate and learn about a topic while sharing their ideas/informing others.	Self-select a topic and compose an informative/explanatory piece (varied length).
CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.	No Eligible Content for this Standard	Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar Subjective vs. objective	Writers focus on the writing process including gathering ideas and brainstorming, purpose, audience, and grammar and mechanics in writing. Writing style such as tone helps to create a better understanding of intended purpose for audience. Writer uses strategies that demonstrate intended purpose such as description, diction, sentence structure, and text support if applicable. Not all information is relevant to every purpose. Methods of organization change based on purpose and audience. Thesis statements are claims that also organize the piece and drive its purpose.	Evaluate the effectiveness of writing in achieving its intended purpose. Support choices regarding the organizational strategies of a piece of writing. Compose a piece of writing that demonstrates focus, topic, task, and awareness of audience.
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.	No Eligible Content for this Standard	Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	It is important to be objective when composing informative and explanatory pieces. Using meticulous judgement when selecting relevant information from source material is essential. When performing research, learners must carefully craft their piece or presentation so that they, and the audience, can learn about substantive topics.	Support a claim with relevant and sufficient evidence. Evaluate the effectiveness of word choices in writing. Plan an informative piece on a relevant and well chosen topic that includes: *well-chosen and sufficient facts. *definitions *graphics/multimedia
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.	No Eligible Content for this Standard	Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	not all information is relevant to every purpose methods of organization change based on purpose the purpose of a thesis statement how different texts are organized the importance of objectivity in informative/explanatory writing how to select relevant information from source material how varying sentence structures affects author's tone how to construct grammatically correct sentences	Analyze the effectiveness of the organizational method of a piece of writing. Evaluate the effectiveness of word choices in writing. Compose an informative piece on a relevant and well chosen topic that includes, makes connections to, and assertions about: *well-chosen and sufficient facts. *definitions *graphics/multimedia
CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • 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 they are writing.	No Eligible Content for this Standard	Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	Adhering to the expectations of the style in writing and incorporating those expectations when writing is essential when writing for a defined purpose.	(Possibly) Use graphic organizers to brainstorm the purpose of their task Use specific and precise terms when composing informational and expository pieces to maintain a formal and professional style. Evaluate language choices and tone according to task requirements Edit for specific vocabulary usage that suits the task requirements. Compose an informative piece in a formal style, using precise vocabulary.



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CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	No Eligible Content for this Standard	Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	Reviewing and revising writing prior to publishing or submission, by proofreading and editing a work is essential for effective communication.	Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.	No Eligible Content for this Standard	Topic	Compose arguments with claims that produce information about relevant topics worthy of investigation. Recognize the spectrum of arguments possible within a topic	Identify a claim and develop substantial arguments to support
CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.	No Eligible Content for this Standard	Thesis Statement	Composition of an effective thesis statement introduces the piece's precise claim. A thesis statement must identify the topic and task (purpose) and must consider the audience.	Evaluate the effectiveness of writing in achieving its intended purpose. Support choices regarding the organizational strategies of a piece of writing. Introduce a claim.
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.	No Eligible Content for this Standard	Claim	Writers must use the most precise facts to convince others, especially those with opposing viewpoints. Writers address and strengthen their claim(s) by addressing those of opposing or alternate perspectives. The writer must gain information on the audience to assess their level of knowledge and concerns, and then, in their writing, address that knowledge level and those concerns.	Identify opposing viewpoints along a spectrum of possible counter-arguments
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.	No Eligible Content for this Standard	Counterclaim Reasons Evidence Compare/Contrast Cause/Effect Problem/Solution	When composing an argument, the way that the writer organizes those claims, counterclaims, reasons, and evidence is important. Writers prove the connections to be true and specifically clarify and point out connections to the audience. Using transitions and concluding statements to support findings helps to organize these ideas.	Use graphic organizers to organize ideas, concepts, and information Consider transitions that illustrate the connections among arguments and counterarguments to create strong persuasive elements. Create a conclusion that demonstrates the key points and task in an organized manner that supports the argument presented.
CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • 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 they are writing.	No Eligible Content for this Standard	Style Language Tone	When composing an argument, the writer must use precise language and domain specific vocabulary to inform their audience and prevent misunderstandings. Maintaining a formal style allows the audience to better understand the reader. Colloquialisms, idioms, and slang may confuse a reader, making the argument ineffective.	Evaluate language choices and tone according to task requirements. Edit for specific vocabulary usage that suits the task requirements. Compose in an objective tone.



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CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	No Eligible Content for this Standard	Grammar Capitalization Punctuation Spelling	Before publishing, writers must revise for any errors because errors can lead to reader misunderstandings, weakening the writing piece because it becomes confusing.	Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.	No Eligible Content for this Standard	Narrative Writing	Narratives can be composed based off of imaged or real experiences (memoir, autobiography).	Identify the difference between types of writing.
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.	No Eligible Content for this Standard	Plot	Narratives must contain a plot: a problem, situation, or observation; at least one point of view- if not more- and the introduction of essential characters and/or a narrator.	Brainstorming possible plot dynamics Establish the most effective point of view for character
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.	No Eligible Content for this Standard	Dialogue Descriptive Language/Imagery Plot Lines Characterization	Narrative techniques must be incorporated into a narrative in order for it to be an example of the genre. Plot and word choice guide narration.	Create effective, creative dialogue to advance plot and characterization Use a variety of literary plot devices to enhance the narrative Use vivid word choice Use plot devices to maintain strong pacing
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.	No Eligible Content for this Standard	Plot Resolution	Narration should follow a sequential plot diagram. The narrative should conclude with a resolution or a reflection.	Use varied brainstorming techniques and/or graphic organizers to establish sequence of events and conclusion/resolution of narrative.
CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.	No Eligible Content for this Standard	Parallel Structure	Writing must be consistent in structure, but at the same time, the style should vary to maintain reader interest.	Understand the circular effect of narrative writing focusing on parallel structure and stylistic techniques. Use a variety of sentence structures to heighten interest and establish meaning.
CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	No Eligible Content for this Standard	Conventions	Compose and revise for grammar, capitalization, punctuation, and spelling.	Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
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.	No Eligible Content for this Standard	Source Evaluation	Use various sources as resources to promote thorough analysis when composing original pieces.	Locate and utilize texts to support a task
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.	No Eligible Content for this Standard	The Writing Process Planning, revising, editing, voice, focus, purpose	Editing and revising processes help to formulate a more valid claim when writing research. Students can tailor their diction choices and writing style to meet the purpose of paper. This makes for a more accurate analysis.	Utilize the writing process to establish strong purpose for task and audience.
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.	No Eligible Content for this Standard	Publish	Create/Compose digital presentations that are informing and engaging.	Use diverse media platforms to write, share, and publish work. Submit work, if applicable, to varied writing contests.
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.	No Eligible Content for this Standard	Research Research Question Sources/Validity Synthesis	Self select topics for research to solve a problem, analyzing the research and synthesizing the information.	Identify an area of research worth investigating. Evaluate the broad umbrella of topics for a specific task, and widen and broaden the search using essential questioning techniques. Organize materials for synthesizing research. Create original theses for research presentation.
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.	No Eligible Content for this Standard	Source Evaluation Assess/Evaluate	Self-select relevant information for research by assessing the usefulness of each source, and then selecting essential information to answer the research question. Cite evidence properly to avoid plagiarism and compose a Works Cited (MLA) or list of References (APA).	Gather relevant and valid information from a variety of sources. Evaluate the effectiveness of researched sources as they pertain to the writing task. Integrate information into paper focusing on accuracy of paraphrasing. Know the definition of plagiarism and recognize the negative impact inaccurate citing can cause in writing. Use correct citation format.
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.	No Eligible Content for this Standard	Writing Variety and Style Journaling	Write for various reasons and purposes.	Practice writing regularly for varied purposes and tasks.

SPEAKING AND LISTENING



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Standard	Eligible Content	Know	Understand	Do
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.	No Eligible Content for this Standard	Discussion Rules of engagement	Participate in discussions for different purposes and at different times, including larger discussions (Socratic Seminars) or collaborative activities.	Speak clearly, using effective speaking skills Listen to others in the classroom Build on others' ideas Use text to help formulate discussion and support ideas Make connections to larger world issues Use persuasive speaking strategies
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.	No Eligible Content for this Standard	Evaluate Evidence Rhetoric Fallacy Propaganda	Speakers often have biases, both explicit and implicit. Evidence must be evaluated for bias carefully. Use of evidence from a biased source should be used sparingly; sources that take multiple perspectives into account are often more balanced and credible.	Differentiate between fact and opinion Identify implicit and/or explicit bias Identify persuasive language in speech Identify fallacies in logic
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.	No Eligible Content for this Standard	Evaluate Evidence Fallacy Propaganda	Speakers often have biases, both explicit and implicit. Evidence must be evaluated for bias carefully. Use of evidence from a biased source should be used sparingly; sources that take multiple perspectives into account are often more balanced and credible.	Gather and evaluate information in diverse media
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.	No Eligible Content for this Standard	Present Evidence Concise Logical Reasoning Purpose Audience Task	Communicate clearly and effectively in flow and cadence.	Identify audience Use effective public speaking skills to achieve purpose of presentation Organize evidence for highest impact on target audience
CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.	No Eligible Content for this Standard	Context/Purpose Task (Inform, entertain, persuade)	Speakers have purpose and tone for intended audience. Use of formal speaking skills such as articulation, composure, and delivery of information.	Use effective public speaking skills for task
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.	No Eligible Content for this Standard	Digital Media Graphics Enhance Findings Reasoning Evidence	The choice of visual supplements can add interest to presentations.	Use various media to present information Pique audience interest and focus with use of strategic media use Focus on aesthetics
CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	No Eligible Content for this Standard	Discussion Rules of engagement Public Speaking Skills	Conventions of formal speeches	Use effective public speaking skills for task and audience



Dover Area School District

Curriculum Cover Sheet

Grade: 9

Subject/Course Title: English I

Credit: 1

Course Description: Students will read a wide range of literature, including novels, short stories, poetry and dramas. The course will focus on analyzing and interpreting literature through writing and discussion. Public speaking and vocabulary will also be practiced throughout the course. **The successful completion of a research project is required.**

Instructional Resources: *Elements of Fiction: 3rd Course, Romeo & Juliet, To Kill a Mockingbird, The Miracle Worker, Racing in the Rain, Anthem, A Separate Peace*

9th Grade/English I

WEEK	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1	Short Story											
2												
3												
4		Poetry										
5												
6			Drama									
7												
8				Novel								
9												
10												
11					Informational							
12												
13												
14						Vocab						
15												
16							Writing					
17												
18								Speaking/Listening				

English I Short Story Unit Map

Subject: English

Grade Level: 9

Duration: 13 days

Key Learnings

- Readers can track how a character develops, learns lessons, and grows throughout a text to determine the theme.
- Point of view is a deliberate choice by the author, and changing the point of view would change the development of the story.
- Elements of fiction are interrelated; one inherently affects the others.
- Reading literature helps readers gain perspective and empathize with others by sharing human experiences.

Unit Essential Question:

How do authors convey purpose and meaning in short stories?

Identified Standards Addressed in the Unit:

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.

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.

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

CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

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.

CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.

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.

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.

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.

CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

- 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.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction

Know (Concepts):

Theme/Central Idea
Main ideas
Character
Setting
Key ideas/details
Objective Summary
Genre
Plot
Tone
Style
Point of View
Author's Purpose
Personification
Simile
Metaphor
Hyperbole
Foreshadowing
Flashback

Do (Competencies):

- Analyze specific author choices that support the development of the theme.
- Summarize the text objectively.
- Analyze specific pieces of textual evidence that answer an analytical question about the text.
- Trace the development of characters, themes, and symbols throughout the text.
- Analyze how characters interact with others.
- Evaluate the effect of character actions on the plot.
- Analyze an author's point of view and its effects on the reader.
- Describe the effect an alternate point of view would have on the text.
- Analyze how an author's choices regarding structure and narrative design affect the plot, pacing, and perceptions of the reader, focusing on how techniques such as flashbacks, parallel plots, or nonlinear-episodic narratives create a sense of wonder, anxiety, or awe in readers.
- Explain the effects of figurative language on the reader's understanding of

Imagery
Symbolism
Irony
Dialect

a text.

- Compare and contrast a literary text with its artistic interpretation.
- Evaluate the effectiveness of an artistic representation of a text.
- Analyze the influences of a particular literary work.
- Evaluate the effectiveness of word choices.

Unit Key vocabulary

Basic situation or exposition, rising action, resolution, plot, direct and indirect characterization, setting, imagery, point of view, irony, theme, external conflict, internal conflict, resolution, climax, foreshadowing, irony

Sample Unit Activating Strategy

Station rotation activities, gallery walk, Keystone literary term pre-assessment, Wayground, Quizlet

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1-2 days	1-2 days	1-2 days
Lesson Essential Question	How do an author's personal experiences shape his/her writing?	How does a text's point of view allow readers to understand a story better?	How does setting affect the plot?
Key Lesson Vocabulary	Author's purpose, historical context, genre, tone, dialect	First person, third person limited, third person omniscient, perspective	setting, imagery, foreshadowing, flashback
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	2-3 days	4-5 days	2-3 days
Essential Question	How does the plot structure affect a reader's understanding?	How do character actions, decisions, and mindset affect the plot?	How can a reader track a theme throughout a text?

Key Lesson Vocabulary	exposition, rising action, conflict (external/internal), climax, falling action, resolution, style, genre, central idea, key ideas and details	characterization (direct vs. indirect), round, flat, dynamic, static, conflict (internal/external)	theme, central idea, symbolism, tone, mood
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Keystone Literature terms pre-assessment

Common Summative Assessment:

Short Story Keystone Sampler

Unit Success Criteria:

Ability to answer LEQ and UEQ, 80% or higher on the common summative assessment

Resources

Elements of Fiction: 3rd Course, CommonLit, Wayground, Quizlet, EdPuzzle, YouTube

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Side-by-side text Advanced organizers Vocabulary preview Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Visual examples Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic

English I Poetry Unit Map

Subject: English

Grade Level: 9th

Duration: 13 days

Key Learnings

- A poet's background shapes his/her perspective and style.
- The way that an author structures the plot of a text influences the reader's interpretation of the text.
- Analyzing the author's word choice helps students determine the tone, mood, and purpose of a piece.
- Poetry allows for multiple interpretations.

Unit Essential Question:

How is reader experience affected by form?

Identified Standards Addressed in the Unit:

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.

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.

CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

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.

CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.

Identified Eligible Content Addressed in the Unit:

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.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Know (Concepts):

Do (Competencies):

theme
tone
style
sound devices
personification
simile
metaphor
allusion
alliteration
repetition
hyperbole
symbolism
allegory
rhyme
rhythm
historical context
speaker
voice
author's purpose
point of view
diction
sonnet
free verse
stanza
line
repetition
iambic pentameter
rhyme scheme
sound devices
assonance
onomatopoeia
connotation
denotation
mood
imagery
irony
diction

- Trace the development of the theme throughout a text.
- Analyze specific author choices that support the development of the theme.
- Summarize the text objectively.
- Analyze specific pieces of textual evidence that answer an analytical question about the text.
- Evaluate the author's bias.
- Evaluate the effect of the point of view on the reader.
- Analyze why the author chose to compose from that point of view.
- Describe the effect an alternate point of view would have on the text.
- Explain the effects of figurative language on the reader's understanding of a text.
- Analyze the meaning of words and how context affects the meaning of these words and phrases
- Explain how the repeated use of words and phrases works together to achieve some cumulative effect.
- Analyze the influences of a poem.
- Evaluate the effect of literary form on the reader's understanding of a text.
- Evaluate the effectiveness of word choices.

Unit Key vocabulary

theme, tone, style, sound devices, personification, simile, metaphor, allusion, alliteration, repetition, hyperbole, symbolism, allegory, rhyme, rhythm, assonance, consonance, iambic pentameter, rhyme scheme, historical context, speaker, voice, author's purpose, point of view, diction, sonnet, free verse, stanza, line, iambic pentameter, sound devices, onomatopoeia, connotation, denotation, mood, imagery, irony

Sample Unit Activating Strategy

Pre-assessment of Keystone poetry terms

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1-2 days	2-3 days	4-6 days
Lesson Essential Question	How does a poet's biographical, historical, and cultural experiences shape a poem?	How does a poem's form, style, and structure affect reader understanding?	How do the use of poetic devices and figurative language determine and add meaning to a poem?
Key Lesson Vocabulary	historical context, speaker, voice, theme, author's purpose, point of view, style, diction	sonnet, free verse, stanza, line, rhyme, repetition, rhythm, iambic pentameter, rhyme scheme	sound devices, alliteration, assonance, onomatopoeia, personification, simile, metaphor, allusion, hyperbole, connotation, denotation, tone, mood, imagery, irony, diction
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

	<u>Lesson 4</u>		
Duration	2-4 days		
Essential Question	How does reader interpretation influence a poem's meaning?		

Key Lesson Vocabulary	annotate, theme, symbolism, tone, mood, central idea, close read, point of view		
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Keystone poetry terms pre-assessment

Common Summative Assessment:

Poetry Keystone Sampler

Unit Success Criteria:

Ability to answer LEQ and UEQ, 80% or higher on the common summative assessment

Resources

Elements of Literature Third Course, CommonLit, Wayground, YouTube, Poets.org, student selected music lyrics

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Modified text Advanced organizers Vocabulary preview Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Modified text Visual examples Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic

English I Drama Unit Map

Subject:	English I	Grade Level:	9th	Duration:	13 days
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Key Learnings

- Drama is written to be performed and is best understood through performance.
- Playwrights use dialogue and stage directions intentionally to develop character, conflict, and theme.
- Readers can compare literature and media to deepen their understanding of a text.

Unit Essential Question:

How do elements unique to drama affect reader understanding?

Identified Standards Addressed in the Unit:

- 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.
- 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.
- 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
- 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.
- CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment.
- 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.

Identified Eligible Content Addressed in the Unit:

- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction
 L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction
 L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction
 L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, or mood in a variety of fiction
 L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

Know (Concepts):

Textual evidence
 Themes
 Central ideas
 Objective summary
 Analysis
 Inferences
 Conclusions
 Author's choices
 Elements of drama
 Author's purpose
 Content
 Style
 Structure of text
 Meaning
 Tone
 Interpretations
 Foundational works of literature

Do (Competencies):

- Trace the development of the theme throughout a text.
- Analyze specific author choices that support the development of the theme.
- Trace the development of characters over the course of the text.
- Analyze how characters interact with others.
- Evaluate the effect of character actions on the plot.
- Compare and contrast a literary text with its artistic interpretation.
- Evaluate the effectiveness of an artistic representation of a text.
- Explain the connection between a literary text and its artistic representation.

Unit Key vocabulary

Props, scenery, foreshadowing, soliloquy, stage direction, aside, allusion, dialogue, chorus, heroic, iambic pentameter, irony, dramatic irony, situational irony, verbal irony, monologue, protagonist, antagonist, tragedy, dramatic script, tone

Sample Unit Activating Strategy

Dramatic script analysis, author background, introduction to key vocabulary, and introduction to performance art

	<u>Lesson One</u>	<u>Lesson Two</u>	<u>Lesson Three</u>
Duration	1 day	1 day	6-8 days
Essential Question	How does understanding the historical context deepen our interpretation of a play?	How is the structure of a script different from other forms of literary texts?	How does the playwright develop character through dialogue?
Key Lesson Vocabulary	Author's style and language, author's purpose, genre, tragedy, motif, iambic pentameter, symbolism	Elements of drama, dramatic script, act, scene, character list, props, scenery, dialogue, stage directions, lines	characterization, plot, exposition, conflict, rising action, climax, resolution, antagonist, protagonist, foreshadowing, mood, pacing
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

	<u>Lesson Four</u>	<u>Lesson Five</u>	
Duration	2 days	2 days	
Essential Question	How is language used in a drama different from other forms of literary texts? How do modern interpretations of classic dramatic texts compare to the original texts?	How does performance influence the interpretation of a text? How does the playwright use drama to persuade, critique, or reflect society?	
Key Lesson Vocabulary	aside, dialogue, chorus, dramatic irony, situational irony, verbal irony, rhetorical appeals, ethos, logos, pathos, tone, soliloquy, monologue, iambic pentameter, argument, tone, repetition, pun, interpret, rhyme, rhythm, couplet, figurative language	compare/contrast, author's purpose, theme, symbolism	

Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	
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Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Keystone Drama Wayground

Common Summative Assessment:

[Drama Keystone Sampler](#)

Unit Success Criteria:

Ability to answer LEQ and UEQ, 80% or higher on the common summative assessment

Resources

School board approved texts: *The Tragedy of Romeo and Juliet*, *The Miracle Worker*, *Elements of Literature Third Course*, CommonLit, video adaptations of dramas, excerpts of other dramas, and props

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Side-by-side text Advanced organizers Vocabulary preview Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Visual examples Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic

English I Novel Study Unit Map

Subject: English

Grade Level: 9

Duration: 20 days

**Key
Learnin
gs**

- Authors write novels to share their perspectives on life through fictional plotlines, archetypal characters, and implied themes.
- When interacting with novels, readers construct their own meaning and connections through annotation, vocabulary study, character analysis, and theme exploration.

**Unit
Essential
Question:**

How does reading a novel help us to understand ourselves and the world around us?

Identified Standards Addressed in the Unit:

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.

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.

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

CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

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.

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.

CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

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.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction

Know (Concepts):	Do (Competencies):
Elements of Literature Genre Figurative Language Literary Devices Summarize Point of View Plot Author's Purpose Compare Contrast Analyze Evaluate	Trace the development of the theme throughout a text. Analyze specific author choices that support the development of the theme. Summarize the text objectively. Analyze specific pieces of textual evidence that answer an analytical question about the text. Trace the development of characters over the course of the text, their interaction with other characters, and how they influence the plot. Evaluate the effect of the point of view on the reader. Analyze why the author chose to compose from that point of view. Describe the effect an alternate point of view would have on the text. Explain the effects of figurative language on the reader's understanding of a text. Compare and contrast a literary text with its artistic interpretation; evaluate the effectiveness of an artistic representation of a text; explain the connection between a literary text and its artistic representation. Analyze the influences of a particular literary work.

Unit Key vocabulary	Theme, author's purpose, setting, character, voice, tone, personification, simile, metaphor, hyperbole, flashback, foreshadowing, imagery, symbolism, irony, mood, diction, character, style, point of view, 1st person, 3rd person, 3rd person limited, 3rd person omniscient, setting, visualize, plot, historical context
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Sample Unit Activating Strategy	Elements of Fiction: Gallery Walk, station rotation activities, author background/historical study
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	16-17 days
Lesson Essential Question	How does a writer's background influence his/her work?	How does historical context influence literature?	How does an author use literary elements to create meaning for readers?
Key Lesson Vocabulary	Setting, character, author's purpose	Setting, diction, historical context, dialect	Voice, tone, personification, simile, metaphor, hyperbole, imagery, flashback, symbolism, foreshadowing, point of view (1st, 2nd, 3rd), diction, irony, plot
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1-2 days		
Essential Question	How is the theme established through a novel?		
Key Lesson Vocabulary	Theme, main idea, supporting details		
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Historical/contextual background presentation and Quizlet

Common Summative Assessment:

Project-based assessment

Unit Success Criteria:

Receiving a grade of 80% on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

School Board District Approved Novels: *To Kill a Mockingbird*, *Racing in the Rain*, *Anthem*, *A Separate Peace*, graphic organizers, Gimkit, CommonLit, Wayground, YouTube, Quizlet

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Modified text Advanced organizers Vocabulary preview Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Modified text Visual examples Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic

English I Informational Text Unit Map

Subject: English I

Grade Level: 9

Duration: 13 days

**Key
Learnin
gs**

- Authors use a variety of text structures and features to advance their purpose.
- Authors write using their own perspective and bias that shape the way readers understand various topics.
- Reader background knowledge also contributes to their understanding of informational texts.

**Unit
Essential
Question:**

How do the informational text structure and features contribute to the author's purpose?

Identified Standards Addressed in the Unit:

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.

CC. 1.2.9–10.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.

CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.

CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.

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.

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.

CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

C.C.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.

C.C.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

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 keywords or phrases in text informs and influences the reader.

L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2: Summarize the key details and events of a nonfiction text, in part or as a whole.

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.

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.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.

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 a 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.2.5.1: Differentiate between fact and opinion.

L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a 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 nonfiction text.

L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction 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 nonfiction text.

Know (Concepts):	Do (Competencies):
Voice Style Point of View/Perspective Central Idea Main ideas Key ideas/details Objective Summary Genre Summarize Inference Conclusion Cite Generalization Stereotype Author's Purpose Text Structure Interpretation Universal Themes	Identify and trace how the author develops the main idea. Identify and evaluate author bias. Support inferences with evidence from the text. Analyze the author's stylistic choices. Explain the connections between ideas in a text. Analyze the effect of the point of view on the text. Evaluate the effectiveness of the rhetoric in the text. Explain how rhetoric influences the reader. Trace the development of ideas throughout a text. Analyze how selections from the text contribute to the overall meaning. Explain how the repeated use of words and phrases works together to achieve some cumulative effect (e.g., a series of words and phrases evoking images or notions of conflict might contribute to meaning or tone). Compare and contrast alternative reports of the same subject (e.g. event, a person's life) according to the medium used (print, film, other). Trace the claims established in an argumentative text.

Rhetoric Text Structure/Text Purpose Propaganda Text Features Sequence Fact/Opinion Essential/Nonessential Explicit/Implicit Claim/Counterclaim Assertion Visualize	Evaluate specific claims or arguments of the text, paying special attention to the rationale, credibility, and adequacy of the evidence presented throughout by the author. Analyze claims and reasoning for their veracity and logic, identifying those that are simply not true or are weakened by flaws in their logic. Analyze how specific landmark United States documents of great historical and literary importance treat certain common themes and ideas (e.g., liberty, justice, independence), including those choices authors made in light of their purpose, the occasion, and the audience at that time. Trace the development of themes in historical and literary documents. Evaluate the effectiveness of word choices. Objectively summarize a text independently. Analyze the way ideas in a text are connected.
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Unit Key vocabulary	Voice, style, point of view, perspective, central idea, main ideas, objective summary, genre, inference, conclusion, cite, generalization, stereotype, author's purpose, propaganda, universal themes, rhetoric, text structure, headings, graphics, charts, sequence, fact, opinion, essential/nonessential, explicit, implicit, claim, assertion
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Sample Unit Activating Strategy	Listography game of informational text terms and features, Keystone term Wayground, text feature scavenger hunt
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	6-8 days
Lesson Essential Question	How do the elements of nonfiction differ from fiction, and how do those differences impact the reader's understanding?	How does the historical context influence an author's work?	How do active reading strategies, like annotating, support reader understanding?
Key Lesson Vocabulary	Types of non-fiction (informational, persuasive, narrative), graphs, charts, timelines, chronological order, headings, fact, opinion, author's style	Historical background, timelines, propaganda	Annotation, summarize, infer, analyze, text evidence, direct quotes, paraphrasing, implicit, explicit

Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.
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	<u>Lesson 4</u>	<u>Lesson 5</u>	
Duration	2 days	2 days	
Essential Question	How are claims and counterclaims used to advance an argument?	How do you determine essential and nonessential information for the purpose of writing an objective summary?	
Key Lesson Vocabulary	Claim, counterclaim, argument	essential, nonessential, objective summary, main idea, supporting details	
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Keystone terms Wayground

Common Summative Assessment:

Informational Text Keystone Sampler

Unit Success Criteria:

Ability to answer LEQ and UEQ, 80% or higher on the common summative assessment

Resources

Elements of Literature Third Course, CommonLit, YouTube, Kelly Gallagher's Article of the Week, Wayground, Keystone samplers, NewsELA

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Advanced organizers Vocabulary preview Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Visual examples Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic

English I Vocab Unit Map

Subject: English

Grade Level: 9

Duration: 5 days

**Key
Learnin
gs**

- Good readers use a variety of techniques to identify unknown vocabulary.
- Word choice can affect underlying meanings.

**Unit
Essential
Question:**

How do good readers determine meanings of unknown words?

Identified Standards Addressed in the Unit:

C.C.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.

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.

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.

CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.

CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.

Identified Eligible Content Addressed in the Unit:

L.F/L.N 1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.

L.F/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.F/L.N 1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.F/L.N 1.2.4: Draw conclusions about connotations of words.

Know (Concepts):	Do (Competencies):
Synonyms/antonyms Context clues Connotation/denotation Roots Affix/prefix/suffix Multiple-meaning Homophone/homonym	Identify the purpose of synonyms and antonyms and apply them in sentences. Determine word meaning using context clues, word parts (prefixes, suffixes, roots), and dictionaries or digital tools. Differentiate between the denotation and connotation of words. Analyze word choice in a text to determine tone, style, and meaning. Accurately use new vocabulary in speaking, writing, and discussion.

Unit Key vocabulary	synonyms, antonyms, context, connotation, denotation, root words (Latin/Greek), affix, prefix, suffix, multiple-meaning words, homophone, homonym
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Sample Unit Activating Strategy	Roots and affixes preassessment, Study Island, vocab in context
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	1 day
Lesson Essential Question	How does the relationship between words help us to make meaning of new vocabulary?	How do word parts influence a reader's understanding of new vocabulary?	How do context clues provide insight into new vocabulary?
Key Lesson Vocabulary	synonyms, antonyms	roots (Greek and Latin), affixes (prefixes and suffixes)	context clues

Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.
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	<u>Lesson 4</u>	<u>Lesson 5</u>	
Duration	1 day	1 day	
Essential Question	How can you discern between words with a variety of definitions?	How do words with similar definitions convey different underlying meanings?	
Key Lesson Vocabulary	multiple-meaning words	connotation, denotation	
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performances.	

Authentic, Varied, and Frequent Assessment Types	
Common Pre-Assessment (If applicable):	
Roots and affixes preassessment	
Common Summative Assessment:	
Study Island Vocab Assessment	
Unit Success Criteria:	
Ability to answer LEQ and UEQ, 80% or higher on the common summative assessment	

Resources
<i>Elements of Literature Third Course</i> (vocab in context), Vocab Series books, Wayground, Quizlet, Study Island, Dictionary.com, Membean

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Advanced organizers Vocabulary preview Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Visual examples Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic SAT prep words

English I Writing Unit Map

Subject: English

Grade Level: 9

Duration: 9 days

**Key
Learnin
gs**

- We write for a variety of purposes and audiences.
- When researching topics, evaluating sources leads to reliable information in writing.
- Composition of an effective thesis statement must identify the topic and task and will consider the audience.
- Reviewing and revising writing prior to publishing through proofreading and editing is essential for effective communication.

**Unit
Essential
Question:**

How does an author's purpose affect writing style?

Identified Standards Addressed in the Unit:

CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.

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.

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.

CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • 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 they are writing.

CC.1.4.9-10.F/L/R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience. -Introduce the precise claim.

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.

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.

CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • 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 they are writing.

CC.1.4.9-10.M 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.

CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. -Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

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.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.1.4.9-10.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.

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.

Identified Eligible Content Addressed in the Unit:

Not applicable to this grade level and content.

Know (Concepts):

Do (Competencies):

brainstorm/plan
 reflect
 summarize
 entertain
 inform/educate
 persuade
 thesis
 claim
 counterclaim
 supporting details
 objective
 subjective
 analyze data
 topic
 problem/solution
 cause/effect
 compare/contrast
 style
 tone
 publish
 assess/evaluate
 source evaluation
 valid sources
 research
 CRAAP

- Compose pieces of varying length and of different purposes.
- Edit and revise for clarity and purpose.
- Establish a clear thesis.
- Analyze source credibility.
- Develop a unique writing style.
- Compose a piece of writing that demonstrates focus, topic, task, and awareness of audience.
- Evaluate the effectiveness of word choices in writing.
- Identify a claim and develop substantial arguments to support it.
- Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
- Evaluate language choices and tone according to task requirements.
- Cite sources accurately.
- Use varied brainstorming techniques and/or graphic organizers to establish sequence of events and conclusion/resolution of narrative.

Unit Key vocabulary

Informative, explanatory, persuasive, argumentative, facts, opinion, supporting details, quotations, organization, thesis, credible, transitions, citations, objective, subjective

Sample Unit Activating Strategy

Brainstorm

Lesson 1

Lesson 2

Lesson 3

Duration	1-2 days	5-6 days	1-2 days
Lesson Essential Question	What role does brainstorming play in the writing process?	How does one develop writing through the drafting process?	How can one use editing techniques to make writing clearer and more concise?
Key Lesson Vocabulary	brainstorm, plan, outline, graphic organizer	drafting, outline, style, thesis, organization, claim, supporting details	editing, revising, conventions, mechanics
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

N/A

Common Summative Assessment:

Project-based assessment

Unit Success Criteria:

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

- NoRedInk, ILC resources, Purdue OWL, graphic organizers

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Advanced organizers Vocabulary preview Models/exemplars Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Visual examples Vocabulary preview Advanced organizers Models/exemplars	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic

	Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	
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English I Speaking/Listening Unit Map

Subject: English

Grade Level: 9

Duration: 5 days

**Key
Learnin
gs**

- Speakers and listeners often have biases, both explicit and implicit.
- Formal speaking skills such as articulation, composure, and pacing are important to delivering a speaker's message.
- Active listening is an important skill for comprehension of a spoken message.

**Unit
Essential
Question:**

What do good speakers and listeners do?

Identified Standards Addressed in the Unit:

CC.1.5.9-10.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.1.5.9-10.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.

Identified Eligible Content Addressed in the Unit:

No Eligible Content for these Standards

Know (Concepts):

Do (Competencies):

Evaluate Evidence Present Reasoning Audience Purpose (Inform, Entertain, Persuade) Public Speaking Discussion Bias (implicit/explicit) Digital Media Graphics Rules of Engagement Pacing Articulation Rhetoric Perspective/POV Fallacy Conventions	● Use effective speaking skills for the task and audience. ● Gather and evaluate information in diverse media. ● Listen effectively to others and build on their ideas. ● Identify an appropriate audience for a spoken task. ● Use text to help formulate discussions and support ideas. ● Utilize various media to present information.
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**Unit Key
vocabulary**

active listening, task, inform, persuade, entertain, evidence, evaluate, findings, reasoning, audience, rules of engagement, public speaking skills, digital media, context/purpose, bias (implicit/explicit), pacing, articulation, credible

**Sample Unit
Activating
Strategy**

TED Talk, EdPuzzle

Lesson 1

Lesson 2

Lesson 3

Duration	1-2 days	1-2 days	2-3 days
Lesson Essential Question	What do good listeners do?	What do good speakers do?	How does the rhetorical situation influence the effectiveness of a speech?
Key Lesson Vocabulary	Discussion, audience, active listening, evaluate, bias, purpose,	Articulation, public speaking skills, pacing, rules of engagement	rhetoric, reasoning, findings, evidence, bias, implicit, explicit, digital media, audience, purpose, persuade, entertain, inform
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

N/A

Common Summative Assessment:

Project-based assessment

Unit Success Criteria:

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

TED Talk, Graphic organizers, project template, project rubric, Keystone samplers

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Advanced organizers	Cooperative learning Closed-captioning	Differentiation of expectations based on PVAAS data and student ability

Vocabulary preview Closed-captioning Transcript access Differentiation of expectations based on PVAAS data and student ability	Transcript access Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Extended projects/advanced activities/action or independent research related to the topic SAT prep words
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Dover Area School District Curriculum Pacing Guide 9th Grade/English I

[illegible]



Dover Area School District Curriculum Cover Sheet

Grade: 10

Subject/Course Title: English II

Credit: 1

Course Description: Students will read a wide range of literature, including novels, short stories, and dramas. The course will focus on analyzing and interpreting literature through writing and discussion. Students will continue to expand their use of vocabulary, writing, and communication skills as we prepare for the Keystone Exam. Public speaking, vocabulary, and literary concepts will also be practiced throughout the course. **The successful completion of a research project is required.**

Instructional Resources: *Elements of Fiction: 4th Course, Julius Caesar, Catcher in the Rye, Night, Frankenstein, The Book Thief*



Dover Area School District Curriculum K-U-D
High School English II
Text: Elements of Literature Course 4 Holt, Rinehart and Winston

Standards	Eligible Content	Know	Understand	Do
READING NON-FICTION				
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.	L.N.1.3.1. Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.N.1.3.2 Summarize the key details and events of a nonfiction 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. L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction. L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction. L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction. L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction. L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction. L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction.	Theme/Central Idea Main ideas Character Setting Key ideas/details Objective Summary Genre Plot Theme Tone Style Point of View	Central ideas can be implied or explicitly stated by the author. Readers determine the central idea of a text by paying special attention to concepts like the genre, tracking key ideas and details, and then synthesizing the two- frequently throughout a text-to determine what themes emerge, are shaped, and refined throughout a work. Objective summaries of a text should encompass the most pertinent key ideas and details without any additional student commentary.	Read to discover the central idea, examining how the author introduces and develops this idea from beginning to end; then summarize but do not analyze the text, considering the following: *What key idea plays an important role throughout the text? *What does the author say (or suggest) about this idea through the text? *What events or details contribute most at different junctures of the text? *What details are so integral to the text they must be included in the summary?
CC.1.2.9–10.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.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	key ideas and details textual evidence analyze explicit implicit inference generalization	The author's identity influences the text. Understanding the author's purpose enables students to make more accurate inferences and conclusions. An author's diction and tone are intended to influence to reader directly. When students track language, patterns can emerge that allow them to make further inferences and conclusions. One piece of evidence is not sufficient to support your claim. Inferences are required to understand information not explicitly stated in the text.	Analyze how key quotes from the text can be used to make inferences. Evaluate the author's bias of subject matter. Summarize the text objectively. Support inferences with evidence from the text.
CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	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 a 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.	text structure text organization chronological order compare and contrast analyze, interpret evaluate	There are multiple ways to organize informational text, including chronological order, comparison/contrast. The use of graphs, charts, and headings are important to our understanding of the text.	Explain the connections between ideas in a text. Trace the series of events in a text. Create and utilize time lines. Use maps as an aid to understanding.
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • 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 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 a text as a whole	perspective point of view diction, syntax tone mood figurative language style bias	The author's opinion towards the subject affects our understanding of the text. The point of view from which a text is told affects the understanding of a text. Rhetorical devices are used to influence reader understanding.	Identify point of view and its impact on the text Evaluate the differences between what is present and absent in different types of writing. Identify examples of text that utilize diction that supports the point of view of the author. Evaluate the effectiveness of rhetoric in the text. Explain how rhetoric influences the reader.



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Standards	Eligible Content	Know	Understand	Do
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	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.	claim author's purpose diction syntax	Summaries and themes require analysis of an entire text. Themes are not expressed in one word. Main ideas are found by evaluating the key ideas and details. Main ideas of a text are often repeated throughout a text for the greatest impact on the intended readers. Strong claims are often supported by multiple examples.	Trace the development of ideas throughout a text. Analyze how selections from the text contribute to the overall meaning. Identify key points of a text. Evaluate how an author's main point is supported.
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	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.	tone diction author's purpose connotation	Word choice affects our understanding of a text. The words authors use are intentional and they use specific words to influence the reader's thinking. Analyzing the author's word choice (diction) helps students determine the tone, mood, and purpose of a piece.	Analyze the meanings of words and how context affects the meaning of these words and phrases, (i.e. is the author using a word in a literal or more figurative, connotative way to suggest something else). Explain how the repeated use of words and phrases word together to achieve some cumulative effect (e.g. a series of words and phrases evoking images or notions of conflict might contribute to meaning or tone). Evaluate the differences between what is present and absent in different types of writing. Identify examples of text that utilize diction that supports the point of view of the author. Analyze diction to determine author's purpose.
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.	L.N.2.2.1 Analyze how literary form relates to and/or influences 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.	medium/media literary nonfiction	Literary nonfiction and media can both share the "same" account, however the presentation of each is different. Students compare and contrast mediums to develop a better understanding of the main ideas and themes in a given piece. Comparing mediums develops a deeper understanding of the text and details emphasized in each piece.	Determine the effects of literary form on the key ideas present in various media. Compare and contrast alternative reports of the same subject (e.g. event, a person's life) according to the medium used (print, film, other).
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.	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 a 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 nonfiction text L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction 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 nonfiction text.	claim evidence fact opinion bias propaganda explicit implicit	The effectiveness of an argument cannot be evaluated without considering the intended audience.	Read and annotate nonfiction text. Identify bias in text. Differentiate facts and opinions. Identify various types of propaganda used in historical and modern texts and media. Trace the claims established in an argumentative text. Evaluate specific claims or arguments of the text, paying special attention to the rationale, credibility, and adequacy of the evidence presented throughout by the author. Analyze claims and reasoning for their veracity and logic, identifying those which are simply not true or are weakened by flaws in their logic.
CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	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 nonfiction text, in part or as a whole. 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.	literary significance primary source documents secondary source documents	Significant events in United States History directly impact the actions and decisions of the country and the citizens that produce work. Written and verbal published reactions (i.e. speeches) composed by various citizens should be analyzed to determine the significance of the event, the different perspectives of the event, and how it impacted the nation. Historical documents have literary merit and provide the foundations of life in America. First hand accounts of history are valuable. There are various interpretations of many texts and value in determining alternate, even opposing interpretations.	Read and interpret historical documents. Make connections between historical documents and modern day issues. Analyze how specific landmark United States documents of great historical and literary importance treat certain common themes and ideas (e.g. liberty, justice, independence), including those choices authors made in light of their purpose, the occasion, and the audience at that time. Trace the development of theme in documents of historical and literary significance.



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Standards	Eligible Content	Know	Understand	Do
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.	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.	synonym antonym context clues affixes root words connotation denotation diction multiple meaning words	Academic vocabulary is different than conversational vocabulary.	Recognize/Determine: context clues structure clues common roots and affixes Synonym antonym connotation, denotation, diction, multiple meaning words
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.	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.	Synonym Antonym Affixes Suffixes Context Clues Multiple-Meaning Ambiguous Connotation Root words Denotation	Adding prefixes and suffixes changes the meaning of root words. There are various methods for students to determine the meaning of unknown, unfamiliar, or multiple meaning words.	Recognize/Determine: context clues structure clues common roots and affixes Synonym antonym connotation, denotation, diction, multiple meaning words
CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. 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.	fiction nonfiction informational literary nonfiction	There are different types of nonfiction texts that have different purposes.	Identify type of text based on author's intended purpose.
READING FICTION				
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.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 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	theme central idea objective summary motif universal characters genre	Summaries and themes require analysis of an entire text. Themes are not expressed in one word. Themes can be implied or explicitly stated by the author. Readers determine the theme of a text by paying special attention to concepts like the genre, tracking key ideas and details, and then synthesizing the two- frequently throughout a text-to determine what themes emerge, are shaped, and refined throughout a work. Objective summaries of a text should encompass the most pertinent key ideas and details without any additional student commentary.	Track key ideas and details in the form of various graphic organizers (T-Charts, Cornell Notes, or student designed notetaker) to collect data. Analyze the information found and begin to determine themes that are emerging. Check in to determine which theme(s) are shaped in the text. Make an overall assessment determining which theme was most significantly shown throughout the novel. Summarize the text objectively.
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.1.1.1 Identify and/or analyze the author's intended purpose of a 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.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.	author's purpose text evidence explicit implicit	One piece of evidence is not sufficient to support your claim. Inferences are required to understand information not explicitly stated in the text. The author's identity influences the text. The author's purpose enables students to make more accurate inferences and conclusions. Identifying and tracking important statements by the author and then analyzing them allows readers to identify an author's bias, assumptions, and beliefs about a subject.	Locate specific pieces of textual evidence that answer an analytical question or problem about the text. Explain in words how the evidence they found answers the question or problem. Select essential and significant evidence collected throughout a reading and can use this evidence to participate in Socratic Seminars, small discussions, shorter writing pieces, and creative projects.



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Standards	Eligible Content	Know	Understand	Do
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.	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 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	character development plot theme	Characters are developed in many ways. Character actions affect the development of the plot. The lesson the character learns is often the lesson the reader is supposed to learn.	Examine how characters interact with others and affect the plot of theme, looking, for example at motivation and how it adds to the complexity of characters. Also, readers should examine how characters evolve, noting how different, often conflicting motives, advance the plot and contribute to the theme. **Which characters are most important (and complex)? **What do the main characters want and why do they want it? What do these desires tell us about them? **How do the characters evolve over the course of a story? What effect does a character's actions or changes have on other key characters?
CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	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 a text as a whole	point of view first person third person (limited/omniscient)	Each point of view has its benefits and challenges. Changing the point of view would drastically change the content of a text. Each point of view has its benefits and challenges. Changing the point of view would drastically change the content of a text.	Identify the point of view of a text and analyze why the author chose to compose in that point of view. Answer the following questions: **How does the point of view enhance the text? **How would the text be enhanced using another point of view? **How would the text be weakened by using another point of view? **How would changing the point of view change the plot, characters?
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.	L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: - 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 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. 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.	plot exposition rising action climax falling action resolution satire foreshadowing flashback allegory symbolism dialect allusion irony poetic structure dramatic script voice text structure	Many fiction texts have predictable patterns. Elements of fiction often affect other aspects of the story. Reading a dramatic script will alter the understanding from seeing the script performed due to elements in the script that are unseen by an audience. Analyzing the structure of the text allows readers to determine the author's intended effect, or purpose, in the design of the text.	Examine how an author's choices about structure and narrative design affect plot, pacing, and perceptions of the reader, focusing on how techniques such as flashback, parallel plot, or nonlinear-episodic narratives, create a sense of wonder, anxiety, or awe in readers. **Why did the author use or put that sentence or larger section in that place? **How is time, location, mood, or purpose affected by the author's arrangement of events, details, or time? **How does the author structure the story, poem, or play, and to what end?



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Standards	Eligible Content	Know	Understand	Do
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.	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. 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.	tone diction syntax personification simile metaphor hyperbole satire foreshadowing imagery sensory details allegory symbolism dialect allusion irony sound devices alliteration assonance consonance onomatopoeia poetic structure rhyme scheme stage directions monologue dialogue soliloquy dramatic script voice	Authors use literary elements to layer meaning in a text. Figurative language should not be taken literally.	Analyze the meaning of words and how context affects the meaning of these words and phrases, (i.e. is the author using a word in a literal or more figurative, connotative way to suggest something else). Explain how the repeated use of words and phrases word together to achieve some cumulative effect (e. g. a series of words and phrases evoking images or notions of conflict might contribute to meaning or tone).
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.	L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a 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.2.1.1 Make inferences and/or draw conclusions based on analysis of a text L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	media/medium scene dramatic script	Reading a dramatic script will alter the understanding from seeing the script performed due to elements in the script that are unseen by an audience. Different pieces of information from a text are highlighted in different media based on appeal to the audience.	Read and evaluate a text in two or more forms (I.e. text, video.) Differentiate between the two media, identifying what is added or missing. Determine a logical rationale for the addition/subtraction of elements.
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.	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 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	universal theme motif universal characters genre cultural significance	Authors build on literature of the past. Most literature utilizes story arcs and patterns of previous literary work. There are many universal themes in literature.	Recognize theme and message of the author. Compare and contrast other texts for universal themes. Evaluate the literary, historical, and/or cultural significance of a text.
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.	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.	Synonym antonym context clues affixes root words, connotation, denotation, diction, multiple meaning words	Adding prefixes and suffixes changes the meaning of root words. There are various methods for students to determine the meaning of unknown, unfamiliar, or multiple meaning words.	Recognize/Determine: context clues structure clues common roots and affixes Synonym antonym connotation, denotation, diction, multiple meaning words



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Standards	Eligible Content	Know	Understand	Do
CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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.	homophone homonym affix (prefix/suffix) root words connotation denotation multiple meaning words	There are various methods for students to determine the meaning of unknown, unfamiliar, or multiple meaning words.	Recognize/Determine: context clues structure clues common roots and affixes Synonym antonym connotation, denotation, diction, multiple meaning words
CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.	fiction genre	There are different genres of literature. Reading literature allows readers to gain perspective and learn to empathize with others by sharing different human experiences.	Identify type of text based on author's intended purpose.
WRITING				
CC. 1.4.9-10.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.		informative, explanatory	Writing informative and explanatory texts allows the writer to further investigate and learn about a topic while sharing their ideas/informing others.	Identify the difference between types of writing.
CC.1.4.9-10.B: Write with a sharp distinct focus identifying topic, task, and audience.		Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	Writers focus on the writing process including gathering ideas and brainstorming, purpose, audience, and grammar and mechanics in writing. Writing style such as tone helps to create a better understanding of intended purpose for audience. Writer uses strategies that demonstrate intended purpose such as description, diction, sentence structure, and text support if applicable. Not all information is relevant to every purpose. Methods of organization change based on purpose and audience. Thesis statements are claims that also organize the piece and drive its purpose.	Evaluate the effectiveness of writing in achieving its intended purpose. Support choices regarding the organizational strategies of a piece of writing. Support a claim with relevant and sufficient evidence. Compose a piece of writing that demonstrates focus, topic, task, and awareness of audience.
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.		Focus	Knowing your intended audience creates a sense of purpose for your writing. Establishing the organization of thoughts and details not only helps to create structure, but also enables the writer to consider stylistic voice. Recognizing how choice of language and detail to correction focus areas establishes a writer's credibility and promotes a more meaningful understanding of author/writer's purpose.	Create a meaningful thesis that identifies the purpose of the task Support a claim with relevant and sufficient evidence. Evaluate the effectiveness of word choices in writing.
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.		Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	Organization is half the battle; once you organize, the rest will flow much more freely. Finding the connections between ideas and information will aid in creating meaningful transitions.	Use graphic organizers to organize ideas, concepts, and information Consider transitions that illustrate the connections among main points to create strong flow of ideas Create a conclusion that demonstrates the key points and task in an organized manner, connecting final thoughts and points clearly



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Standards	Eligible Content	Know	Understand	Do
CC.1.4.9-10.E: Write with an awareness of the stylistic aspects of composition. • 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 they are writing.		Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	Writers focus on the writing process including brainstorming, purpose of task, intended audience, and polishing grammar and mechanics. Establishing this base allows for a stylistic approach and an awareness of language, tone, writing techniques, and sentence structure.	Use graphic organizers to brainstorm the purpose of their task Evaluate language choices and tone according to task requirements Edit for specific vocabulary usage that suits the task requirements
CC.1.4.9-10.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		Thesis Statement Research Evidence Valid Sources Main Idea Details Compare/Contrast Cause/Effect Problem/Solution Analyze data Style Grammar	Using standard English enhances a writer's credibility to reach the widest audience possible.	Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics.		argument claim evidence topic	Establishing a position or claim for argumentative writing helps with analysis of a variety of topics. Understanding the purpose of persuasive techniques and how to strategically use them in argumentative writing creates a more effective analysis. Opposing viewpoints allow students to see the other side as well as their own. Recognize the spectrum of arguments possible within a topic	Identify a claim and develop substantial arguments to support
CC.1.4.9-10.H: Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.		Thesis Statement	Writers focus on the writing process including gathering ideas and brainstorming, purpose, audience, and grammar and mechanics in writing. Writing style such as tone helps to create a better understanding of intended purpose for audience. Writer uses strategies that demonstrate intended purpose such as description, diction, sentence structure, and text support if applicable.	Evaluate the effectiveness of writing in achieving its intended purpose. Support choices regarding the organizational strategies of a piece of writing. Introduce a claim.
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.		claim counterclaim audience purpose	Counterclaims are important to show understanding of a topic and minimize bias.	Identify opposing viewpoints along a spectrum of possible counter-arguments
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.		claim counterclaim evidence thesis statement conclusion topic sentences transitions	Using topic sentences that clearly identify a paragraph's main topic helps an audience to understand author's purpose. Counterclaims are important to show understanding of a topic and minimize bias. Conclusions help summarize key ideas and opinions presented throughout the text.	Use graphic organizers to organize ideas, concepts, and information Consider transitions that illustrate the connections among arguments and counterarguments to create strong persuasive elements Create a conclusion that demonstrates the key points and task in an organized manner that supports the argument presented.
CC.1.4.9-10.K: Write with an awareness of the stylistic aspects of composition. • 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 they are writing.		counterclaim reasons evidence	Sentence variety helps an audience stay engaged with the writing. Sticking to the most salient points helps ensure that a writer's message is heard loudly and clearly.	Evaluate language choices and tone according to task requirements Edit for specific vocabulary usage that suits the task requirements



Dover Area School District Curriculum K-U-D
High School English II
Text: Elements of Literature Course 4 Holt, Rinehart and Winston

Standards	Eligible Content	Know	Understand	Do
CC.1.4.9-10.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		style language tone diction	Using standard English establishes a writer's credibility which helps them reach the widest audience possible.	Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.		narrative writing	Narratives help create real or imagined life events to help readers experience or understand alternate realities.	identify the difference between types of writing.
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.		plot point of view characters conflict	Understanding that there are different types of points of view helps to create a meaningful experience for reading and writing narratives. The point of view of the narrator will determine how much information can be presented to a reader.	Establish the most effective point of view for character development.
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.		narrative dialogue plot pacing diction sensory details setting characters	Using literary devices such as dialogue, sensory details, multiple plot lines, various narrators, etc. will help engage readers.	Create effective, creative dialogue to advance plot and characterization Use a variety of literary plot devices to enhance the narrative Use vivid word choice Use plot devices to maintain strong pacing
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.		plot sequence of events resolution	Plot progression of events is important.	Use varied brainstorming techniques and/or graphic organizers to establish sequence of events and conclusion/resolution of narrative.
CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.		style parallel structure diction	Sentence variety helps an audience stay engaged with the writing.	Understand the circular effect of narrative writing focusing on parallel structure and stylistic techniques. Use a variety of sentence structures to heighten interest and establish meaning.
CC.1.4.9-10.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		grammar conventions	Using standard English helps tell a story in a way that is understood by the audience.	Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
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.		analysis research evidence literary nonfiction literature	A variety of source material is beneficial in writing about a topic.	Locate and utilize texts to support a task. Draw evidence from literary or informational texts. Apply grade-level reading standards for literature and literary nonfiction.
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.		Writing process: planning, revising, editing, voice, focus, purpose	Editing and revising processes help to formulate a more valid claim when writing research. Students can tailor their diction choices and writing style to meet the purpose of paper. This makes for a more accurate analysis.	Utilize the writing process to establish strong purpose for task and audience.
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.		publishing	Having the digital experience helps to better share information and provides flexibility for polishing and publishing essay.	Use technology to produce, publish, and update individual or shared writing products. Use diverse media platforms to write, share, and publish work. Submit work, if applicable, to varied writing contests.



Dover Area School District Curriculum K-U-D
High School English II
Text: Elements of Literature Course 4 Holt, Rinehart and Winston

Standards	Eligible Content	Know	Understand	Do
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.		Research Research Question Sources/Validity Synthesis	Research is intended to answer a question. Researchers should use multiple sources.	Identify an area of research worth investigating. Evaluate the broad umbrella of topics for a specific task, and widen and broaden the search using essential questioning techniques. Organize materials for synthesizing research. Create original theses for research presentation. Conduct research projects to answer a question, solve a problem, narrow or broaden the inquiry when appropriate recognizing the significance of valid sources and the claim they can create. Synthesize multiple sources on the subject and understand the importance of familiarizing themselves with a variety of source types. Form their own thoughts and ideas based on research.
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.		Source Evaluation plagiarism citation Assess/Evaluate	Gathering information from a variety of credible print and digital sources offers the opportunity to examine a multitude of media that is relevant to a topic. Incorporating sources and information found effectively throughout the paper helps to establish a more valid claim. Assessing the validity and usefulness of each source when dealing with research provides validity. Using sources and integrating information effectively avoids plagiarism and forces writers to focus on their paraphrasing and effective use of citations within the paper.	Gather relevant and valid information from a variety of sources. Evaluate the effectiveness of researched sources as they pertain to the writing task. Integrate information into paper focusing on accuracy of paraphrasing. Know the definition of plagiarism and recognize the negative impact inaccurate citing can cause in writing. Use correct citation format. Integrate information into the text in order to maintain flow of ideas.
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.		Writing Variety and Style Journaling	Different types of writing require different time frames.	Practice writing regularly for varied purposes and tasks. Write over an extended period of time understanding the value of the process involved in research. Revise and reflect for a range of discipline-specific tasks, purposes, and audiences The process of revision helps writers find mistakes and fine-tune purpose.
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.		discussion rules of engagement	Collaborative discussions are a beneficial way to share ideas and varied perspectives on a topic.	Speak clearly, using effective speaking skills Listen to others in the classroom Build on others' ideas Use text to help formulate discussion and support ideas Make connections to larger world issues Use persuasive speaking strategies
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.		evaluate evidence rhetoric fallacy propaganda	Speakers often have biases, both explicit and implicit. Evidence must be evaluated for bias carefully. Use of evidence from a biased source should be used sparingly; sources that take multiple perspectives into account are often more balanced and credible.	Differentiate between fact and opinion Identify implicit and/or explicit bias Identify persuasive language in speech Identify fallacies in logic
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.		evaluate evidence rhetoric fallacy propaganda	Speakers often have biases, both explicit and implicit. Evidence must be evaluated for bias carefully. Use of evidence from a biased source should be used sparingly; sources that take multiple perspectives into account are often more balanced and credible.	Gather and evaluate information in diverse media



Dover Area School District Curriculum K-U-D
High School English II
Text: Elements of Literature Course 4 Holt, Rinehart and Winston

Standards	Eligible Content	Know	Understand	Do
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.		evidence purpose audience task	Presenters should consider purpose, audience, and task when developing a presentation.	Identify audience Use effective public speaking skills to achieve purpose of presentation Organize evidence for highest impact on target audience
CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.		Public Speaking Skills Informal language Formal language	Speakers have purpose and tone for intended audience. Use of formal speaking skills such as articulation, composure, and delivery of information.	Use effective public speaking skills for task
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.		audience integration purpose visual text	The choice of visual supplements can add interest to presentations.	Use various media to present information Pique audience interest and focus with use of strategy Focus on aesthetics
CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		Public speaking skills Informal language Formal language	Speakers recognize the difference between formal and informal speaking. Use of formal diction should be demonstrated. Speaker's purpose and intended audience should be evident.	Use effective public speaking skills for task and audience



English II Short Story Unit Plan

Subject: English II Short Story

Grade Level: Academic and Honors 10

Duration: 14 days

Key Learnings

- Great literature explores universal themes of human existence and can reveal truths through fiction.
- Authors commonly use writing and literature as a way to express their identity and create meaning with larger world ideas.
- Readers construct their own meaning and connections through plot and character analysis, literary devices, and theme exploration while developing a deeper understanding of self and others.

Unit Essential Question:

How does great literature explore universal themes of human existence and reveal truths through fiction?

Identified Standards Addressed in the Unit:

Standard - 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.

Standard - 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.

Standard - 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.

Standard - CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

Standard - 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.

Standard - CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

Standard - 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.

Standard - 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.

Standard - CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standard - CC.1.3.9-10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

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.

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.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character (narrator or speaker) in a variety of fiction:

- 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

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 a 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:

- the relationship between elements of the plot and other components of a 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 a text
- 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 tone, style, and/or mood in a variety of fiction:

- 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

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 a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

Know (Concepts):

Elements of the Short Story
 Elements of Fiction
 Structure of a Plot Map
 Author's Purpose
 Author's Style and Voice
 Characterization
 Textual evidence
 Types of Point of view
 Diction
 Vocabulary/Connotation and Context Clues
 Figurative Language
 Literary Devices
 Text structure
 Summarize
 Analyze
 Evaluate
 Interpret
 Inference

Do (Competencies):

- Read to discover the central idea, examining how the author introduces and develops this idea from beginning to end
- Track key ideas and details throughout the short story.
- Make an overall assessment determining which themes and motifs were most significantly shown throughout the story.
- Locate, explain, and analyze textual evidence that answers an analytical question or problem about the text.
- Examine how character motivation is developed throughout the story and affects the plot or theme revealing the complexity of characters.
- Identify the point of view of a text and analyze the author's purpose.
- Examine how an author's use of literary techniques and figurative language influence perceptions of the reader.
- Examine how techniques such as flashback, plot structure, or nonlinear-episodic narratives create a sense of wonder, anxiety, or awe in readers.

- Recognize/Determine context clues relevant to novel specific vocabulary.
- Analyze the information found and begin to determine themes that are emerging.

Unit Key vocabulary	plot map implicit metaphor diction	exposition indirect simile connotation	rising action direct point of view (first person, third person limited/ omniscient) genre	climax characterization fiction	falling action setting style	resolution tone voice	conflict mood text structure	theme symbolism inferences	motif flashback foreshadowing	explicit irony foreshadowing interpret summarize
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Sample Unit Activating Strategy	Varying Writing Prompts relating to ideas in the short story, Review Key Literary Device Definition, Review Plot Structure with Graphic Organizers, Background Author Information with use of biographical video(s) and graphic organizers, Introduce Key Vocabulary Terms highlighting context clues
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	2 days	10 days
Lesson Essential Question	How does an author's perspective and life experiences influence their writing?	How does the structure of a short story shape its meaning and impact?	How do literary techniques and elements influence the interpretation of a text?
Key Lesson Vocabulary	Author's Purpose, theme, genre, motifs within author's works, symbolism, author's style and voice	Plot map, exposition, rising action, climax, falling action, resolution, conflict, setting, characterization, text structure	Explicit, implicit, indirect and direct characterization, conflict, point of view, tone, mood, diction, connotation, literary devices, figurative language, inference, interpret
Assessment	Students answer the lesson essential question and provide evidence from the fictional text as well as evidence	Students demonstrate understanding of plot structure by constructing a graphic organizer of choice or given	Students demonstrate understanding of the elements of the short story

	from the author's background to justify their claim or assertion.	by the teacher. Students review and apply these concepts throughout the duration of the short story unit. Teacher-constructed assessments are also utilized.	through the use of teacher-constructed assessments.
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	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 days		
Essential Question	What elements of the short story, including theme, emerge at the end that affect one's understanding of self and others?		
Key Lesson Vocabulary	Theme, implicit, explicit, symbolism, irony, interpret, analyze, evaluate		
Assessment	Students demonstrate understanding of the elements of the short story through the use of teacher-constructed assessments including a written analysis.		

Authentic, Varied, and Frequent Assessment Types	
Common Pre-Assessment (If applicable):	
Class discussion, small group discussion, graph organizers, writing to prompts, guided questions for understanding, summarizing techniques ex. stop and jot, historical or time period background questions or activities	
Common Summative Assessment:	
Teacher-constructed assessment, Written analysis, Student-generated project	
Unit Success Criteria:	
Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.	

Resources
<i>Elements of Literature Fourth Course</i> , Common Lit, Wayground, teacher-generated quizzes and tests, graphic organizers, Youtube, Internet

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic

English II Poetry Unit Map



Subject: English II Poetry

Grade Level: Academic and Honors

Duration: 10 days

Key Learnings

- Poets make intentional choices about structure, sound, imagery, and language to shape meaning.
- A poet's historical, cultural, and personal background can shape themes and style.
- Careful analysis of word choice and structure uncovers deeper themes and authorial purpose.
- Poetic analysis encourages multiple interpretations.

Unit Essential Question:

In what ways can poetry give voice to identity?

How do poets use language and structure to shape meaning?

Identified Standards Addressed in the Unit:

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.

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.

CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

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.

CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.

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.

CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

Identified Eligible Content Addressed in the Unit:

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.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction
 L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
 L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Know (Concepts):	Do (Competencies):
Structure and Form Sound Devices Figurative Language Theme and Central Idea Speaker and Point of View Tone and Diction Literary Movement Writing and Creative Application Recitation	• Analyze diction, imagery, figurative language, structure, and sound to determine meaning. • Identify and evaluate how themes develop through poetic devices and structural choices. • Assess how specific language choices shape tone, mood, and meaning. • Construct claims about a poem and defend them with well-integrated textual evidence. • Articulate and defend interpretations while respectfully responding to various perspectives. • Apply terminology related to poetry (e.g., metaphor, enjambment, tone, meter) precisely. • Explain how the repeated use of words and phrases work together to achieve some cumulative effect. • Annotate poetry for figurative language, poetic devices, connections and interpretations. • Distinguish between the poet and the speaker. • Determine the impact the historical context or literary movement has on the interpretation of the poem. • Compose original poetry using intentional craft moves.

Unit Key vocabulary	theme, style, sound devices, alliteration, assonance, onomatopoeia, personification, simile, metaphor, allusion, repetition, hyperbole, symbolism, rhyme, rhythm, iambic pentameter, rhyme scheme, recitation, literary movement, speaker, sonnet, free verse, line, stanza, connotation, denotation, tone, mood, pacing, voice, imagery, point of view, irony, diction, central idea, close read
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**Sample Unit
Activating
Strategy**

Student-generated definitions of poetry, Introduce poet's background, Audio/Individual readings of poems, Writing prompts relevant to poem's theme or message, Pre-assess with K-W-L activity for poetry terms, Music selections with a focus on song lyrics as poetry for interest and "hook", Sample poems for reading, Whole-class poetry analysis

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	2 days	2 days
Lesson Essential Question	How can a poet's historical, cultural, or personal background shape themes and style?	How does a poet's structure and form help shape the author's purpose for the poem? What poetic elements are found in other forms of literature?	How does the use of poetic devices such as figurative language determine and add meaning to a poem?
Key Lesson Vocabulary	literary movement, historical context, speaker, voice, theme, author's purpose, point of view, style, diction	sonnet, free verse, stanza, line, rhyme, repetition, rhyme, rhythm, iambic pentameter, rhyme scheme, chorus, recitation, pacing	sound devices, alliteration, assonance, onomatopoeia, personification, simile, metaphor, allusion, hyperbole, connotation, denotation, tone, mood, imagery, irony, diction
Assessment	Students will answer the LEQ by answering teacher-driven questions or discussion.	Students will answer the LEQs by drawing comparisons to other texts, such as music lyrics, speeches, etc. Students recognize and identify various poetic elements labeling specific parts of the poem.	Students will answer the LEQ by identifying a variety of poetic devices and analyzing their usage and purpose to the poem. Students are expected to locate examples and explain their significance through the use of multiple poetic samplings.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	3 days	2 days	

Essential Question	In what ways can multiple interpretations of a poem illuminate different aspects of its meaning?	How can writing an original poem demonstrate a larger understanding and appreciation of the elements and devices used in poetry?	
Key Lesson Vocabulary	annotate, theme, symbolism, recitation, pacing, tone, mood, central idea, close read	figurative language, tone, mood, form and structure, imagery, voice, diction	
Assessment	Students will answer the LEQ by showing evidence of a close read by annotating and responding to a poem in a written or verbal analysis, both individually and collaboratively.	Students will answer the LEQ by demonstrating an awareness of poetic devices and elements through writing original poetry.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

teacher-driven questions or discussion, reading and responding to various poems, drawing comparisons to other texts (music lyrics, speeches, etc.), identify various poetic elements labeling specific parts of the poem, annotating poetry, locate and explain the use of figurative language

Common Summative Assessment:

writing original poetry, teacher-created assessments for individual poems

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.

Resources

Elements of Literature fourth course, Internet (Poetry Foundation, etc.), Youtube, Audio recordings of various poems, Teacher-generated questions and quizzes or tests, Keystone Literature Samplers

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations Based on PVAAS data and student ability. Additional scaffolding as needed	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher Additional scaffolding as needed	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability Extended Projects/Advanced Activities/Action or Independent Readings Related to Topic Additional student-generated poems of varying poetic types

English II Drama Unit Map



Subject: English II Drama

Grade Level: Academic and Honors 10

Duration: 14 days

Key Learnings

- Drama is a distinct literary genre that conveys meaning through dialogue, action, and performance.
- Playwrights use dialogue and stage directions intentionally to develop character, conflict, and theme.
- Performance choices shape how audiences interpret a dramatic text.
- Reading a dramatic script will alter the understanding of the drama due to the elements of drama that are unseen by an audience.

Unit Essential Question:

How do elements unique to drama affect reader understanding?

Identified Standards Addressed in the Unit:

Standard - 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.

Standard - 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.

Standard - 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.

Standard - 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.

Standard - CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

Standard - 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.

Standard - 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.

Identified Eligible Content Addressed in the Unit:

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction.

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction.

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction.

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, or mood in a variety of fiction.

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

Know (Concepts):

Elements of Drama

Textual evidence

Themes

Analysis

Inferences

Interpretation

Types of Irony

Author's purpose

Style

Structure of dramatic script

Rhetorical Appeals

Literary devices

Do (Competencies):

- Evaluate the elements unique to drama and how they differ from other literary forms in structure and presentation.
- How are the types of irony effectively used throughout a drama.
- Trace the development of the theme throughout a text.
- Trace the development of characters over the course of the text.
- Analyze how characters interact with others.
- Evaluate the effect of character actions on the plot.
- Compare and contrast a literary text with its artistic interpretation.
- Evaluate the effectiveness of an artistic representation of a text.
- Identify use of rhetorical appeals used in dramatic script.
- Interpret the use of literary devices in dramatic script and their impact on the audience.

- Evaluate how playwrights build tension through pacing, conflict, and word choice.

Unit Key vocabulary

dramatic script, props, scenery, foreshadowing, soliloquy, stage directions, aside, allusion, dialogue, chorus, iambic pentameter, irony, dramatic irony, situational irony, verbal irony, monologue, protagonist, antagonist, tragedy, tragic hero and tragic flaw, dramatic script, tone, compare, contrast, rhetoric, ethos, logos, pathos, argument, analyze, tone, mood, repetition, pacing, symbolism, motif, pun, rhyme, rhythm, couplet, allegory

Sample Unit Activating Strategy

Author background and video(s) with guided questions and graphic organizers, Charts and/or resource materials given for interpreting Old English language, Globe Theatre Virtual Tour on iPad, Introduce Key Vocabulary Terms and a Play on Puns

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 days	1 day	9 days
Lesson Essential Question	How does understanding the historical context deepen our interpretation of the play?	How is the structure of a script different from other forms of literary texts?	How does the playwright develop character through dialogue?
Key Lesson Vocabulary	Author's style and language, author's purpose, genre, tragedy, motif, iambic pentameter, symbolism, allegory	Elements of drama, dramatic script, act, scene, character list, props, scenery, dialogue, stage directions, lines	characterization, plot, exposition, conflict, rising action, climax, resolution, antagonist, protagonist, foreshadowing, mood, pacing
Assessment	Students answer the lesson essential question and provide evidence from the drama as well as evidence from the author's background to justify their claim or assertion.	Students answer the lesson essential question and provide evidence from the time period (historical context) as well as evidence from the work itself to justify their claim or assertion.	Students answer the lesson essential question and provide evidence that contributes to the analysis of the elements of fiction as it pertains to characterization and its purposeful effect on the readers. Students justify their claims or assertions with textual evidence through the use of formative assessments.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	2 days	1 days	
Essential Question	How is language used in drama different from other forms of literary texts? How do modern interpretations of classic dramatic text compare to the original text?	How does performance influence the interpretation of a text? How does the playwright use drama to persuade, critique, or reflect society?	
Key Lesson Vocabulary	aside, dialogue, chorus, dramatic irony, situational irony, verbal irony, rhetorical appeals, ethos, logos, pathos, tone, soliloquy, monologue, iambic pentameter, argument, tone, repetition, pun, interpret, rhyme, rhythm, couplet, figurative language	compare/contrast, author's purpose, theme, symbolism	
Assessment	Students will answer LEQs in a variety of formats, including class discussion, written analysis, and performance.	Students will answer LEQs in a variety of formats, including class discussion, written analysis, teacher-created assessment, graphic organizers, and/or projects.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Elements of Literature Fourth Course teacher resources, class discussion, study guides, character analysis, written analysis, teacher-created quizzes, graphic organizers, and/or projects

Common Summative Assessment:

teacher-created assessments and/or projects

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above

Resources

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations Based on PVAAS data and student ability. Side by Side text (Old English translation to Modern English if Shakespearean drama)	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability Extended Projects/Advanced Activities/Action or Independent Research Related to Topic



English II Novel Unit Plan

Subject:	English II Novel–Fiction	Grade Level:	Academic and Honors 10	Duration:	20 days
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Key Learnings

- The elements of the novel affect meaning and understanding of self and others through the development of fictitious plot structures, characterization, literary devices, and implied themes.
- Great literature explores universal themes of human existence and can reveal truths through fiction.
- Authors commonly use writing and literature as a way to express their identity and create meaning with larger world ideas.
- When interacting with novels, readers construct their own meaning and connections through annotation, vocabulary study, character analysis, and theme exploration.

Unit Essential Question:

How do the elements of the novel affect one's understanding of self and others?

Identified Standards Addressed in the Unit:

Standard - 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.

Standard - 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.

Standard - 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.

Standard - CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

Standard - 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.

Standard - CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

Standard - 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.

Standard - 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.

Standard - CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standard - CC.1.3.9-10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

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.

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.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character (narrator or speaker) in a variety of fiction:

- 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

- 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 a 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:
- the relationship between elements of the plot and other components of a 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 a text
 - 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 tone, style, and/or mood in a variety of fiction:
- 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
- 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 a text as a whole
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

Know (Concepts):	Do (Competencies):
Elements of the Novel and Fiction Author's Purpose Character motivation Textual evidence Point of view Diction Vocabulary/Connotation and Context Clues Figurative Language Literary Devices Text structure Compare Contrast Summarize Analyze Evaluate	• Track key ideas and details throughout the novel. • Make an overall assessment determining which themes and motifs were most significantly shown throughout the novel. • Locate, explain, and analyze textual evidence that answers an analytical question or problem about the text. • Examine how character motivation is developed throughout the novel and affects the plot or theme revealing the complexity of characters. Also, readers should examine how characters evolve, noting how different, often conflicting motives, advance the plot and contribute to the theme. • Identify the point of view of a text and analyze the author's purpose. • Examine how an author's use of literary techniques and figurative language influence elements of the novel and perceptions of the reader.

- Examine how techniques such as flashback, plot structure, or nonlinear-episodic narratives, create a sense of wonder, anxiety, or awe in readers.
- Recognize/Determine context clues relevant to novel specific vocabulary.

Unit Key vocabulary

theme motif explicit implicit unreliable narrator characterization
 point of view (first person and third person limited/omniscient) foreshadowing flashback symbolism
 dialect allusion irony/sarcasm tone diction metaphor hyperbole connotation idioms
 genre

Sample Unit Activating Strategy

Review Background Author Information with use of biographical video(s) and graphic organizers, Stream of Consciousness Writing Activity, Introduce Key Vocabulary Terms highlighting context clues

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	2 days	2 days	14 days
Lesson Essential Question	How does a writer's background influence his/her work? How does an author's word choice, structure, and tone develop their voice and purpose?	How does historical context influence an author's writing style and voice?	How do the elements of fiction affect the meaning and understanding of the novel?
Key Lesson Vocabulary	author's purpose, setting, character, point of view, author's style	setting, diction, dialect, historical context, imagery, symbolism, flashback, vocabulary, text structure	symbolism, motif, characterization, flashback, foreshadowing, allusion, irony, tone, character, diction, metaphor, hyperbole

Assessment	Students answer the lesson essential question and provide evidence from the fictional text as well as evidence from the author's background to justify their claim or assertion.	Students answer the lesson essential question and provide evidence from the time period (historical context) as well as evidence from the work itself to justify their claim or assertion.	Students answer the lesson essential question and provide evidence that contributes to the analysis of the elements of fiction and its purposeful effect on the readers. Students justify their claims or assertions with textual evidence.
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	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	2 days		
Essential Question	What elements of the novel, including theme, emerge at the end that affect one's understanding of self and others?		
Key Lesson Vocabulary	theme, symbolism, flashback, text structure		
Assessment	Students answer the unit essential question and provide evidence from the fictional text by completing a differentiated activity to demonstrate understanding, such as an analytical essay writing, project, and/or a summative assessment.		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

stream of consciousness writing, small discussions, shorter writing pieces, graphic organizers, summarizing strategies, guided questions for understanding, formative assessments to check for understanding

Common Summative Assessment:

hexagonal thinking, Socratic Seminar, analytical essay writing, project, and/or a unit test or quiz

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.

Resources

Board Approved Novels such as *The Catcher in the Rye*, *Frankenstein*, and *The Book Thief*, Vocabulary and Key Terms, Supplemental materials (poems, nonfiction articles, author biographies), Audio version of novel, journaling prompts, YouTube, Internet, graphic organizers, rubrics

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

English II Informational Text Unit Map



Subject:	English II Non-Fiction	Grade Level:	Academic and Honors 10	Duration:	14 days
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Key Learnings

- Autobiographies, biographies, and memoirs provide a first-hand account of events and are an expression for writers to voice their thoughts and opinions and inspire change.
- Understanding the history surrounding a text helps illuminate the dynamics between the people, places, and events in the text.
- An author's purpose can be determined by tracking key ideas and details that lead to a larger message or theme.
- The historical context affects an author's voice and style in writing.

Unit Essential Question:

Why is it important to read and understand texts written during key historical time periods?

Identified Standards Addressed in the Unit:

- 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.
- CC. 1.2.9–10.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.
- CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
- 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.
- 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.
- CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

C.C.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.

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.

C.C.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

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 keywords or phrases in text informs and influences the reader.

L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2: Summarize the key details and events of a nonfiction text, in part or as a whole.

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.

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.2.2.1: Analyze how literary form relates to and/or influences 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.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction.

L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction.

L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of 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 a 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.2.5.1: Differentiate between fact and opinion.

L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a 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 nonfiction text.

L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction 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 nonfiction text.

Know (Concepts):	Do (Competencies):
Elements of the Memoir, Autobiography, Biography Historical Non-Fiction Key Ideas and Details Main Idea Author's Voice and Style Textual Evidence Analyze Inference Evaluate Interpret Perspective Point of View Persuasion Propaganda Techniques Tone and Mood Text structure Text organization Chronological order Perspective/Bias Diction Literary Devices Figurative Language Thematic Connections	• Make connections between historical documents and modern day issues. • Identify point of view and its impact on the text. • Create and utilize time lines. • Use maps as an aid to understanding. • Analyze how key quotes from the text can be used to make inferences. • Differentiate between biography, autobiography, and memoir. • Differentiate between fiction, non-fiction, and literary non-fiction. • Identify types of propaganda. • Identify examples of propaganda throughout history.

Unit Key vocabulary	memoir autobiography biography literary non-fiction theme key ideas/details main idea style point of view textual evidence analyze explicit implicit inference generalization text structure text organization chronological order interpret evaluate perspective diction tone mood figurative language bias propaganda annotation exigence allegory
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Sample Unit Activating Strategy	Writing (Collins Type 1), K-W-L, Flash Research finding images that pertain to time period, Informational videos
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Duration	1 day	2 days	2 days
Lesson Essential Question	How do the elements of nonfiction differ from fiction and how do those differences impact the reader's understanding? What is the difference between biography, autobiography, and memoir?	How does the time period influence an author's work?	How do annotations help connect to a text's key ideas?
Key Lesson Vocabulary	Biography, Autobiography, Memoir, literary nonfiction Types of non-fiction (informational, persuasive, narrative), Graphs, Charts, Timelines and Chronological order, Headings, Fact and opinion, Author's style	Historical background, Allegory Timelines, Propaganda, Text-specific vocabulary	Annotation, Summarize, Infer, Analyze, Text evidence, Direct Quotes, Paraphrasing, Implicit, Explicit, Vocabulary specific context clues
Assessment	Students answer the LEQ and demonstrate understanding through textual annotations, notetaking and creating timelines	Students answer the LEQ by responding to questions and utilizing timelines.	Students demonstrate understanding by annotating and responding to probing questions in short writing pieces. Students may be quizzed on information they've gathered through their annotations.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	6 days	1 days	
Essential Question	How do the elements of the text, including memoir, help construct meaning and understanding?	How does the author's exigence impact the author's tone, purpose, and audience?	

Key Lesson Vocabulary	Literary devices, Diction, Thematic connection, Figurative language, Propaganda, Tone, Mood, Point of view	Theme, Tone, Purpose, Main idea, Exigence	
Assessment	Students answer the LEQ and demonstrate understanding through the use of quizzes, student-generated poems, written responses and/or journaling to text-specific prompts.	Students demonstrate understanding by responding to a variety of essay questions including the UEQ or project-based assessments.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

What are some ways that you might check for student understanding of the desired learning outcomes throughout this unit?
Each Learning Plan contains at least one pre-assessment

Types I and II assessments, Historical Timeline, guided questions pertaining to text background, Think-Pair-Share, K-W-L

Common Summative Assessment:

How might students demonstrate mastery of the desired learning outcome? Should answer the Unit Essential Question

Essay test containing several questions that are similar with a few individual options, including the Unit Essential Question

Unit Success Criteria:

What objective criteria will you use to collect evidence of student learning at the proficient level?

Students meet the expectations of set rubrics at a passing grade of 80% or higher on essays, quizzes, tests, and classwork.

Resources

Night by Elie Wiesel, Memoirs (book and/or online), Historical Background Information, *The Holocaust* (Globe McPherson), Holocaust poetry and art, Holocaust Memorial Museum Resources, Wayground, Oprah and Wiesel interview, Guided Reading Questions, *Elements of Literature* text, Articles of the Week from kellygallagher.com, CommonLit

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

English II Vocab Unit Map



Subject: English II Vocabulary

Grade Level: Academic and Honors

Duration: 6 days

Key Learnings

- Words are made up of roots and affixes, and each contributes to a word's meaning and/or part of speech.
- Successful readers and writers have a skillful approach to determining unfamiliar vocabulary.
- Being able to identify various types of context clues, signal words, structure clues, and sound clues help identify the meaning and tone of unknown vocabulary or phrases.

Unit Essential Question:

How does understanding and using precise vocabulary help us read, write, and communicate more effectively?

Identified Standards Addressed in the Unit:

C.C.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.

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.

C.C.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

L.F/L.N 1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.

L.F/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.F/L.N 1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.F/L.N 1.2.4: Draw conclusions about connotations of words.

Know (Concepts):	Do (Competencies):
Synonyms/antonyms Context clues Connotation/denotation Roots Affix/prefix/suffix Multiple-meaning words Homophone/homonym Signal Word clues	● Determine word meaning using context clues, word parts (prefixes, suffixes, roots), and dictionaries or digital tools. ● Expand academic and literary vocabulary through direct instruction and contextual reading. ● Accurately use new vocabulary in speaking, writing, and discussion. ● Analyze how a writer's word choice contributes to tone, style, and meaning. ● Evaluate nuances in word meaning and author's diction to interpret text more deeply

Unit Key vocabulary	synonyms, antonyms, context clues (restatement clues, example clues, contrast clues, cause and effect clues, definition/explanation clues), connotation, denotation, root words (Latin/Greek), affix, prefix, suffix, multiple-meaning words, homophone, homonym, inference, diction, syntax, sound clues, word families, structure clues, signal words, transition words, idioms, tone, style, parts of speech
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Sample Unit Activating Strategy	Vocabulary assessment, Read text that uses nonsense words "Jabberwocky", Provide "hooks" or "bell ringers" that show vocabulary used incorrectly to see if students can recognize the problem(s), Games like Vocabulary Charades or Pictionary
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	2 days	2 days	2 days
Lesson Essential Question	What strategies help to make meaning and identify unfamiliar vocabulary?	In what ways do subtle differences in word choice influence how we interpret tone or style in a text?	How can we change the affixes to alter a word's meaning and part of speech?
Key Lesson Vocabulary	context clues, restatement clues, example clues, contrast clues, cause and effect clues, definition/ explanation clues, structure clues, roots (Greek and Latin), affixes	multi-meaning words, synonyms, antonyms, homonyms, homophones, idioms, connotation, denotation, tone	diction, syntax, connotation, denotation, style

	(prefixes and suffixes), sound clues, word families, parts of speech, transition words, inference, signal words		
Assessment	Students answer the LEQ by identifying appropriate strategies to recognize unfamiliar, grade-level vocabulary after various stages of scaffolding.	Students answer the LEQ by reviewing lists of multi-meaning words, identifying common synonyms and antonyms, and recognizing connotations and tone in text examples.	Students answer the LEQ and use new vocab in authentic written assignments.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Teacher-driven questions or discussion, highlight context clues in various text examples, identify and label parts of speech, Pretests for affixes (prefixes/suffixes)

Common Summative Assessment:

Elements of Literature Fourth Course Vocabulary Workshop assessments or teacher-created quizzes and assignments

Unit Success Criteria:

Students meet the expectations on quizzes, tests, and writing assignments at 80% or above.

Resources

Elements of Literature Fourth Course Vocabulary Workshop, various texts, Internet apps and sites such as Wayground, Quizlet, Kahoot, etc., Study Island

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Advanced organizers Vocabulary preview	Cooperative learning Visual examples Vocabulary preview Advanced organizers	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability

Differentiation of expectations based on PVAAS data and student ability	Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Extended projects/advanced activities/action or independent research related to the topic
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English II Writing Unit Map



Subject: English II	Grade Level: 10	Duration: 9 days
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Key Learnings	• Writers have a variety of purposes and audiences. • When writing research, sources should be credible and provide reliable information. • Effective thesis statements must identify the topic and task. • Reviewing and revising writing prior to publishing through proofreading and editing is essential for effective communication.
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Unit Essential Question:	• How does the structure of one's writing affect audience understanding? • How does the content of an essay affect the credibility and meaning of one's writing?
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Identified Standards Addressed in the Unit:
CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. 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. 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. CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • 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 they are writing. CC.1.4.9-10.F/L/R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience. -Introduce the precise claim.

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.

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.

CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • 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 they are writing.

CC.1.4.9-10.M 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.

CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. -Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

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.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.1.4.9-10.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.

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.

Not applicable to this grade level and content.

Know (Concepts):

structure
outline
works cited
in-text citation
paraphrase
summarize
revise
summarize
entertain
inform/educate
persuade
thesis
claim
counterclaim
supporting details
objective
subjective
analyze data
topic sentence
transition
cause/effect
compare/contrast
style
tone
publish
assess/evaluate
source evaluation
credible resources
research quoting/citing
CRAAP (currency, relevance, authority, accuracy, and purpose)

Do (Competencies):

- Compose pieces of varying length and of different purposes.
- Edit and revise for clarity and purpose.
- Establish a clear thesis.
- Analyze source credibility.
- Develop a writing style appropriate to the audience.
- Compose a piece of writing that demonstrates focus, topic, task, and awareness of audience.
- Evaluate the effectiveness of word choices in writing.
- Identify a claim and develop substantial arguments to support it.
- Proofread and revise drafts, checking for correct grammar usage, capitalization, punctuation, and spelling.
- Evaluate language choices and tone according to task requirements.
- Cite sources accurately.
- Use varied brainstorming techniques and/or graphic organizers to establish sequence of events and conclusion/resolution of narrative.

Unit Key vocabulary

Informative, explanatory, persuasive, argumentative, facts, opinion, supporting details, quotations, organization, thesis, credible, transitions, citations, objective, subjective, CRAAP (Currency, Relevance, Authority, Accuracy, Purpose)

Sample Unit Activating Strategy

Brainstorm, K-W-L, Topic Interests

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1-2 days	5-6 days	1-2 days
Lesson Essential Question	What role does brainstorming play in the writing process? How does one locate credible resources?	How does one develop writing through the drafting process?	How can one use editing techniques to make writing clearer and more concise?
Key Lesson Vocabulary	brainstorm, plan, outline, graphic organizer, CRAAP, summarize, paraphrase, quote, cite	drafting, outline, style, thesis, organization, claim, supporting details	editing, revising, conventions, mechanics
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):**

N/A

Common Summative Assessment:

Project-based assessment

Unit Success Criteria:

Receiving a grade of 65% on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

- NoRedInk, ILC resources, Purdue OWL, graphic organizers

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Advanced organizers Vocabulary preview Models/exemplars Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Visual examples Vocabulary preview Advanced organizers Models/exemplars Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic

English II Speaking/Listening Unit Map



Subject:	English	Grade Level:	10	Duration:	3 days
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Key Learnings	• Formal speaking skills such as articulation, composure, and pacing are important to delivering a speaker's message. • Active listening is an important skill for understanding and discussion. • Rhetoric influences an audience's perception of the message.
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Unit Essential Question:	What are effective strategies and techniques of speaking and listening?
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Identified Standards Addressed in the Unit:
CC.1.5.9-10.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.1.5.9-10.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.

Identified Eligible Content Addressed in the Unit:

No Eligible Content for these Standards

Know (Concepts):	Do (Competencies):
Evaluate Evidence Present Reasoning Audience Purpose (Inform, Entertain, Persuade) Public Speaking Discussion Bias Graphics Rules of Engagement Pacing Articulation	• Use effective speaking skills for the task and audience. • Gather and evaluate information in diverse media. • Listen effectively to others and build on their ideas. • Identify an appropriate audience for a spoken task. • Use text to help formulate discussions and support ideas. • Utilize various media to present information.

Rhetoric Perspective/POV Fallacy Conventions	
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**Unit Key
vocabulary**

active listening, task, inform, persuade, entertain, evidence, evaluate, findings, reasoning, audience, rules of engagement, public speaking skills, context/purpose, bias (implicit/explicit), pacing, articulation, credible, rhetoric

**Sample Unit
Activating
Strategy**

TED Talk, EdPuzzle

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	1 day
Lesson Essential Question	What are the traits of good listeners?	What are the techniques used in effective speaking?	How does the rhetorical situation influence the effectiveness of a speech?
Key Lesson Vocabulary	Discussion, audience, active listening, evaluate, bias, purpose,	Articulation, public speaking skills, pacing, rules of engagement	rhetoric, reasoning, findings, evidence, bias, audience, purpose, persuade, entertain, inform
Assessment	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.	Students will answer LEQs in a variety of formats, including class discussions, written analyses, quizzes, and performance tasks.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):
N/A
Common Summative Assessment:
Project-based assessment
Unit Success Criteria:
Ability to answer LEQ and UEQ, 65% or higher on a teacher-created rubric

Resources

TED Talk, Graphic organizers, project template, project rubric, Keystone samplers

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative learning Advanced organizers Vocabulary preview Closed-captioning Transcript access Differentiation of expectations based on PVAAS data and student ability	Cooperative learning Closed-captioning Transcript access Vocabulary preview Advanced organizers Differentiation of expectations based on PVAAS data and student ability Consultation with ELL teacher, ACCESS for ELL English Language Proficiency Test	Differentiation of expectations based on PVAAS data and student ability Extended projects/advanced activities/action or independent research related to the topic SAT prep words

Dover Area School District Curriculum Pacing Guide 10th Grade/English II

[illegible]



Dover Area School District Curriculum Cover Sheet

Grade: 11

Subject/Course Title: English III

Credit: 1

Course Description: Students will be taught the genres of American literature through a reading of non-fiction and fiction texts, including essays, short stories, poems, dramas, and novels. There will be a focus on writing, including expository composition and research methods. In addition, there will be continued development in vocabulary, spelling, grammar, and mechanics. Public speaking will be required as well. **The successful completion of the research project is required.**

Instructional Resources: *Elements of Literature: 5th Course, Of Mice and Men, Fahrenheit 451, The Crucible, A Raisin in the Sun, The Great Gatsby, Ethan Frome, The Road, The Scarlet Letter, Death of a Salesman, The Glass Menagerie, The Bell Jar, The Grapes of Wrath*



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
Reading Informational Text			
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.	Central themes Central ideas objective summary	Informational and argumentative texts surround us. Especially in the digital age. It is important to know how to stop and think critically about the ideas being presented and the person or entity presenting it.	Make inferences about a text to demonstrate critical and logical thinking. Determine the main idea of a text or multimedia source and explain how the author/speaker supports this idea with information and rhetoric.
1.2.9-10.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.	rhetorical techniques point of view inference diction tone	Rhetorical techniques, point of view, and/or word choice and tone contribute to the meaning of a text.	Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration. Cite strong and thorough evidence through the use of quotations, paraphrase examples, and in-depth commentary. Make inferences, draw conclusions, and determine the author's purpose based on evidence in a text
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.	text structures imagery suspense stream of consciousness humor sequence of events	In a nation where corporations are people, you need to determine for yourself how you will decide if something is true.	Analyze how the author's use of text structures, imagery, suspense, stream of consciousness, humor, and sequence of events affect meaning and emotion. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop 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.	point of view author's purpose bias	People tell the truth as they see it and in a way that advances their position in life; this is not always the truth in your world view.	Assess how an author develops character's traits and motivations, as well as setting and plot, over the course of a narrative.
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.	How to compare and contrast two works of literature from the same genre, two texts of different genres about the same topic, or two different works from the same author.	Challenge everything, even if only in your head.	Explain and evaluate how an author uses structure and word choice to inform and argue. Explain how a particular piece of information impacts the overall text and why an author includes some information, while excluding other pieces. How to analyze context to clarify the meaning of words in a text.



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts	context dialect tone author's purpose	different uses of dialect and colloquial speech, how dialect affects tone of texts to further author's purpose	Examine informational texts that included narrative features and analyze how the blending of text types suits the author's objective and adds meaning and interest to the text. Analyze effect rhetorical pieces to determine how the author used style and content to argue their point. Identify when a text is being used to inform and when it is being used to argue a point.
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.	media	Various media offer different accounts of information and texts to be analyzed and deciphered for effectiveness	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
CC.1.2.11–12.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	Foundational works, genres, themes from American literature	Ways major periods of literature overlap and how various genres are used within the major periods	Delineate and evaluate the rhetorical effectiveness of the author's reasoning, premises, purpose, and argument in seminal U.S. and world texts. Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
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.	Major works of American literature, major time periods, relationships between time periods, authors, and genres	Historical documents from American history, major works of American lit, flow of belief systems creating the various movements in literature and the connection to the historical context, the connection to the author's background and biography, and the connections between the literary movements	Identify key factors to each of the belief systems in the course of American lit, identify elements of those beliefs in representative works, identify the influences in later historical pieces
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.	-how to read an informational text for subheadings, captions, graphs, and charts -how to use what is above and below the unknown word to gather meaning	informational text structures add meaning and support inferences in reading informational text	read with a critical lens, employing strategies that support reading all of the text to understand the author's implications, main idea, and purpose



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
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.	How to define unknown/unfamiliar words and terms using appropriate strategies like context clues, prefix, root word, and suffix	Prefix, root word, suffix, context clues	Define unfamiliar words using context, prefix, root, suffix
1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Informational text structures and reading strategies	Locate main ideas, supporting ideas, author's purpose	read with a critical lens, employing strategies that support reading all of the text to understand the author's implications, main idea, and purpose
Reading Literature			
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.	Theme/Central Idea Main ideas Key ideas/details Objective Summary Motif	Literature is how we experience and communicate about our lives. Literature allows readers to understand other cultures and classes.	Make inferences about a text to demonstrate critical and logical thinking. Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex piece.
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.	author's purpose text evidence explicit implicit inference	Literature shapes our perceptions of the world around us. Literature is used to both reinforce and challenge tightly-held cultural values. The ability to specifically cite text evidence strengthens a reader's understanding of the theme and author's purpose.	Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration. Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary. Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence.
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.	The elements of stories and drama	Literature helps humanity face complex concepts, such as identity and justice, and decide for themselves how they will approach those concepts in their lives. Literature comes in many forms: written, filmed, spoken, and even played out by individuals themselves, but the best stories have the same overarching goals - entertain and enlighten.	Identify two or more themes (the author's intended message) and explain how the author developed the theme by using specific plot events and/or character changes. Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings.



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	point of view author's purpose	Literature is a unique art form with its own tools. These tools aren’t only meant to convey ideas but to convey an aesthetic. Poetry is an art form that can help people express difficult or radical ideas safely.	Explain why an author used a certain word or phrasing and how these choices create mood and tone. Evaluate the effectiveness of the author’s style to support his/her purpose.
CC.1.3.11–12.E Evaluate the structure of text including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	text structure plot	Specific sentences can lead to a theme. Specific sentences can be combine over the course of a text to lead to a theme. Specific paragraphs can lead to a theme.	Examine texts for their unique structure and analyze the effect the structure had on the story; evaluate the balance between artistry and functionality in a story. In a complex storyline, explain how each character’s perspective impacts the overall point of view.
CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	diction tone connotation syntax figurative language satire foreshadowing imagery allegory symbolism dialect allusion irony sound devices poetic structure rhyme scheme stage directions monologue dialogue soliloquy voice characterization	Authors use literary elements to layer meaning in a text. Figurative language should not be taken literally.	Explain how an author developed the point of view through characterization methods. 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.



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
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.)	media/medium scene dramatic script	Various mediums lend themselves to developing certain nuances of an original text.	Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics. Actively read a text to aid in and demonstrate understanding. Close read a text to extract and demonstrate an understanding of the deeper meanings and subtexts. (Read between the lines)
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.	universal theme motif universal characters genre cultural significance	There are many ways to interpret a text.	Combine multiple inferences to develop your own unique interpretation of a text and its meaning and/or impact on a time period. Transfer skills from previous units of study to other classes and units in order to demonstrate growth.
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.	Synonym antonym context clues affixes root words, connotation, denotation, diction, multiple meaning words	There are multiple ways to determine the meaning of unknown words.	Evaluate signal words, context clues, sound and structure clues to determine unknown vocabulary. Activate content and background knowledge (schema) necessary for comprehending text.



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
CC.1.3.11–12.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.	diction affix (prefix/suffix) root words connotation denotation multiple meaning words	Various mediums lend themselves to developing certain nuances of an original text.	Explain how a poet uses a poem to alter or advance particular perspectives. Analyzing the impact of specific word choices on meaning and tone. Analyze the effect of words with nuanced meanings. Consider how the structure of poetic work is tied to meaning and tone Analyze and evaluate the impact of specific structural and aesthetic choice Analyze how the point of view influences the explicit and implicit meaning of the poem Compare and contrast poetic works within the same genre, time period, structural subset, and/or thematic grouping. Evaluate the unique artistic quality of poems and explain how the writing form differs from literary and informational works of the time period. Use active and close reading strategies to develop your own interpretation of poems.
CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	fictional reading strategies including the understanding of plot and genre	Reading literature allows readers to gain perspective and learn to empathize with others by sharing different human experiences.	Identify type of text based on author's intended purpose.
Writing			
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	How to write informative and explanatory texts	Facets of informative and explanatory writing: thesis, topic sentence, evidence, explanation of evidence, quotations, standard formatting, summary, paraphrase	Establish and maintain a formal style and objective tone.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	Conventions of sharp, focused writing	Writers have a purpose for writing.	Attend to the norms of the purpose of writing.
CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, an awareness of the stylistic aspects of composition.	How to identify relevant and significant facts, definitions, concrete details, and style	Writing is a multi-stage, reflective process.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
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.	Organizational skills for effective writing	Research-based writing requires knowledge and application of multiple credible resources and a focused, organized process.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.	Style in writing	To be a responsible scholar, a writer gives credit to other researchers and acknowledges their ideas.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for writing at the college and career readiness level.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of Academic English grammar, usage, capitalization, punctuation, and spelling.	What are the conventions of Academic English	Recognize that each person has a voice and that writing can be a vehicle to share what they think with others.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. Write with a sharp, distinct focus identifying topic, task, and audience.	How to craft an argument supporting claims on substantive arguments	Argument, claims, evidence, counterclaims, and audience	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.	How to tell claims and counterclaims apart, how to differentiate between strong and weak evidence, audience needs and wants, and communicate clearly and appropriately to meet audience needs	Claims, counter claims, evidence, audience, values, and biases	Examine arguments to differentiate between strong and weak claims, examine audience needs and respond with appropriate arguments, claims, and evidence
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Subject/verb agreement, Pronoun/Antecedent agreement, semicolon, colon and/or that one should take the time to review any usage rules if unsure	standard English is used in academia and business to ensure and facilitate clear communication	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	Plot structures, character development, how to create/punctuate dialogue and author's craft moves	Narrative writing fosters creativity, develops a better understanding of language and allows an outlet for story telling.	Imagine different audiences and write with a specific audience in mind



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
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.	How to engage a reader by establishing a problem and explaining its significance, and use multiple points of view with narrators and characters	Point of view, narrator, characters	Create an organizational structure for reasons and use linking words and Phrases to help their reader access that structure.
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.	How to 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.	Employing narrative writing techniques and author's craft moves makes a story worth reading. It also allows the author to convey mood and tone.	Write a sensible and cohesive story using the narrative techniques
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.	How to write a narrative with a logical sequence of events to tell a smooth and cohesive story, build that story to a particular tone and outcome, and produce a satisfactory outcome in the end	Narrative techniques, tone, cohesion, plot, characters, conflict, and conclusion	Write a cohesive story using characters, conflict, plot, and tone
CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.	How to create sensory language, dialogue, and analogies to develop author's voice and engage a reader	Figurative language is an important aspect of narrative writing, especially when trying to connect with one's audience	Use figurative language to revise and strengthen narratives
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.	How to identify evidence in literary and informational texts, how to use evidence to support analysis, and research	Literary evidence, informational evidence, support analysis through evidence, and research	Analyze literary texts with informational texts, cite evidence from both
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.	that writing is a process and the stages of said process also that revision and editing are two different things	each part of the writing process, revision is for higher order concerns and editing is for lower order concerns	put each piece of writing through the entire process
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.	How to locate appropriate, reliable sources, how to use appropriate apps to draft, revise, share, get feedback from peers and teachers, and publish original works	Appropriate sources, reliable sources, ethical use of information, drafting techniques, revision and editing techniques, appropriate forums for feedback, and publication techniques	Produce short written work using sources, share with classmates, give and receive feedback, publish when work is polished



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
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.	How to locate appropriate, reliable sources, how to use appropriate apps to draft, revise, share, get feedback from peers and teachers, and publish original works	Appropriate sources, reliable sources, ethical use of information, drafting techniques, revision and editing techniques, appropriate forums for feedback, and publication techniques	Produce short written work using sources, share with classmates, give and receive feedback, publish when work is polished
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.	there is a difference between academic research and a google search, CRAAP test, introducing, explaining, and citing evidence to create support and cohesion	timely resources, going back for new material as needed, and even another's ideas should be cited as well the nuances of finessing other's information into one's own writing	
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.	How to write under time pressure, how to write over the course of days	Pacing, research, reflection, appropriate and ethical use of sources, drafting techniques, revision and editing techniques, appropriate and effective feedback	Write a variety of short and longer pieces involving time constraints, formal and informal research, ethical use of information, and proper documentation
Speaking and Listening			
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.	How to appropriately participate in the class conversation on a variety of topics, collaborate, listen to peers and adults, express ideas clearly and effectively	Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively.	Actively seek to understand other perspectives and cultures through speaking and listening.
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.	that speakers are using ethos, pathos, and logos to create effects on purpose	Conversational strategies and listening for specific information will lead to success in a broad spectrum of contexts.	Evaluate other points of view critically and constructively.
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.	How to integrate multiple sources from diverse formats, assimilate information, and make informed decisions based on the information gathered	Creating and implementing effective Socratic seminar is a multistep process that includes building a classroom community, instilling communication skills, and devising meaningful, reflective assessment protocols	Recognize the strengths and limitations of various technological tools and mediums.



Dover Area School District Curriculum K-U-D
English III (133)
Course Text: Elements of Literature Fifth Course (Holt, Rinehart and Winston)

Standards	Know	Understand	Do
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.	how to develop a talking point for cohesion and clarity	One's audience has a limited capacity to take in information--therefore as a speaker, clarity and succinctness are imperative	Select and use technological tools and mediums best suited to their communication goals.
CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.	How to speak effectively in various contexts to various audiences, meet audience needs and expectations	audience needs, speaking techniques	Question a speaker's assumptions and premises as well as assess the veracity of claims and the soundness of reasoning.
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.	How to use digital media in effective ways to engage and inform audiences	Appropriate use of digital media, audience engagement	Practice how to listen to one another, make meaning, and find common ground while participating in a conversation.
CC.1.5.11–12.G Demonstrate command of the conventions of Academic English when speaking based on Grades 11–12 level and content.	How to speak clearly and effectively in a variety of formats for various audiences with various needs	Standard conventions, language of wider communication, code switching, code meshing	read speech out loud to catch fragmented phrasing and confusing language



Dover Area School District Curriculum Cover Sheet

Grade: 11

Subject/Course Title: English III

Credit: 1

Course Description: Students will be taught the genres of American literature through a reading of non-fiction and fiction texts, including essays, short stories, poems, dramas, and novels. There will be a focus on writing, including expository composition and research methods. In addition, there will be continued development in vocabulary, spelling, grammar, and mechanics. Public speaking will be required as well. **The successful completion of the research project is required.**

Instructional Resources: *Elements of Literature: 5th Course, Of Mice and Men, Fahrenheit 451, The Crucible, A Raisin in the Sun, The Great Gatsby, Ethan Frome, The Road, The Scarlet Letter, Death of a Salesman, The Glass Menagerie, The Bell Jar, The Grapes of Wrath*



Dover Area School District Curriculum Pacing Guide

11th Grade/English III

	WEEK	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
	1	Beginnings to 1800						
	2		American Romanticism					
	3							
	4			American Renaissance Transcendentalists				
	5							
	6				New American Poetry			
	7							
	8					American Realism		
	9							
	10						Moderns	
	11							
	12							
	13							
	14							
	15							
	16							Contemporaries
	17							
	18							

English III Beginnings to 1800 - Unit Map (Puritans and Rationalists)

Subject: English III Beginnings to 1800
Puritans and Rationalists

Grade Level: Academic 11

Duration: 6 days

Key Learnings

- Students will learn about the Puritan worldview by comparing literature by several Puritan authors
- Students will compare political points of view about freedom, equality, and government by reading works by various Rationalist authors

Unit Essential Question:

How did the transition from Puritan providentialism to Enlightenment rationalism define the foundational values and rhetorical styles of early American literature?

How can people's beliefs affect their actions?

Identified Standards Addressed in the Unit:

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.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.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.1.3.11–12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of 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 an author's implicit and explicit assumptions and beliefs about a subject.

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.E: Evaluate the structures of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

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.1.4.11-12.A-F

CC.1.4.11-12.G-L

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.

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Puritan Ideology ● The Age of Reason ● Genre Characteristics ● The American Dream ● The Rhetorical Triangle ● Text Structure	● Analyze Theme ● Evaluate Structure ● Assess Rhetoric ● Analyze Nuance ● Compare Perspectives ● Write Arguments ● Synthesize Evidence ● Adopt Style
● Central themes ● Central ideas ● objective summary ● point of view ● author's purpose ● bias ● How to compare and contrast two works of literature from the same genre, two texts of different genres about the same topic, or two different works from the same author. ● context ● dialect	● Make inferences about a text to demonstrate critical and logical thinking. ● Determine the main idea of a text or multimedia source and explain how the author/speaker supports this idea with information and rhetoric. ● Assess how an author develops ideas based on their own perspective. ● Explain and evaluate how an author uses structure and word choice to inform and argue. ● Explain how a particular piece of information impacts the overall

- tone
- Foundational works, genres, themes from American literature
- Theme/Central Idea
- Main ideas
- Key ideas/details
- Objective Summary
- Motif
- author's purpose
- text evidence
- explicit
- implicit
- inference
- The elements of stories and drama
- text structure
- plot
- universal theme
- motif
- universal characters
- genre
- cultural significance

text and why an author includes some information, while excluding other pieces.

- How to analyze context to clarify the meaning of words in a text.
- Delineate and evaluate the rhetorical effectiveness of the author's reasoning, premises, purpose, and argument in seminal U.S. and world texts.
- Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
- Make inferences about a text to demonstrate critical and logical thinking.
- Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex piece.
- Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration.
- Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary.
- Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence.
- Identify two or more themes (the author's intended message) and explain how the author developed the theme by using specific plot events and/or character changes.
- Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings.
- Examine texts for their unique structure and analyze the effect the structure had on the story; evaluate the balance between artistry and functionality in a story.
- In a complex storyline, explain how each character's perspective impacts the overall point of view.
- Combine multiple inferences to develop your own unique interpretation of a text and its meaning and/or impact on a time

period.

- Transfer skills from previous units of study to other classes and units in order to demonstrate growth.

Unit Key vocabulary

Puritan, Predestination, Rationalist, American Dream, Deism, Sovereignty, Natural Rights
Paradox, Inversion, Parallelism, Aphorism, Ethos, Logos, or Pathos

**Sample Unit
Activating Strategy**

Author background and video(s) with guided questions and graphic organizers
Time period materials, activating American Dream ideals

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	1 day
Lesson Essential Question	How did the Puritan "Plain Style" reflect their spiritual values and shape the early American identity?	How does Bradstreet use poetic devices to reconcile earthly loss with spiritual faith?	How does Benjamin Franklin's Autobiography define the "American Dream" as a project of self-mastery?
Key Lesson Vocabulary	Providence, Plain Style, Allusion, Typology, Covenant	Inversion, Extended Metaphor (Conceit), Chiasmus, Pelf.	Aphorism, Virtues, Industry, Errata, Temperance.
Assessment	A 1-paragraph analysis identifying two specific examples of "Plain Style" in Winthrop's text and explaining how they reflect Puritan theology.	"The Shift Chart" — Students map the poem "Upon the Burning of Our House" into three sections: Emotional Shock, Intellectual Reasoning, and Spiritual Resolution.	"The 14th Virtue." Students write a new virtue for the 21st century in Franklin's style with a justification.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 day	1 day	1 day
Essential Question	How do oratorical devices (Ethos, Pathos, Logos) create a sense of	How does Thomas Jefferson use deductive reasoning (syllogism) to	How did marginalized voices use Enlightenment rhetoric to challenge

	political urgency?		justify a political break?		the status quo?
Key Lesson Vocabulary	Ethos, Logos, Rhetorical Question, Parallelism, Allusion.		Syllogism, Unalienable, Tyranny, Usurpation, Redress.		Irony, Natural Rights, Abolition, Subjugation, Paradox.
Assessment	A color-coded annotation of Henry's "Speech to the Virginia Convention" marking rhetorical devices.		"Syllogism Surgery" — Students must rewrite the Preamble of the Declaration into a 3-line logical syllogism.		Comparative Double-Entry Journal comparing a quote from the Declaration to a quote from Abigail Adams or Olaudah Equiano.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Class discussion, small group discussion, graphic organizers, writing to prompts, guided questions for understanding, summarizing techniques ex. stop and jot, historical or time period background questions or activities

Common Summative Assessment:

teacher-created assessments and/or projects

Unit Success Criteria:

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

Elements of Literature Fifth Course

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability

	Graphic organizers Cooperative learning Consultation with ESL teacher	Extended Projects/Advanced Activities/Action or Independent Research Related to Topic
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English III American Romanticism Unit Map

Subject: American Romanticism

Grade Level: Academic 11

Duration: 7-9 days

Key Learnings

- The Primacy of Nature over Industry
- Emotion and Intuition vs. Logic and Reason
- The "Dark Romantic" and the Fallibility of Man
- The Rise of the American Individual
- Symbolism and Allegory as Moral Tools

Unit Essential Question:

How did the American Romanticism's emphasis on emotion, nature, and the individual redefine the American identity and challenge the rationalism of the Enlightenment?

Identified Standards Addressed in the Unit:

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 over the course 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 drawn from the text.

CC.1.3.11-12.C: Evaluate how an author's choices concerning how to develop and relate elements of a story or drama contribute to the overall structure and meaning.

CC.1.3.11-12.D: Evaluate how an author's choices regarding structure and point of view contribute to such effects as mystery, tension, or surprise (essential for Gothic Romanticism).

CC.1.3.11-12.H: Demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Identified Eligible Content Addressed in the Unit:

E04.A-K.1.1.3: Analyze the influence of the setting on the characters and plot (e.g., the "sublime" nature in Romanticism).

E04.A-V.4.1.1: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

L.N.1.1.3: Analyze the author's use of literary devices (e.g., symbolism, allegory, and personification) to convey a specific belief system or philosophy.

Know (Concepts):

- That the movement was a direct reaction against the rationalism of the Enlightenment and the perceived "soullessness" of the Industrial Revolution.
- Imagination, Intuition, Idealism, Inspiration, and Individuality.
- The aesthetic concept that nature is a powerful, vast, and sometimes terrifying force that reflects the majesty of God and the complexity of human emotion.
- The sub-genre's focus on human fallibility, the psychological effects of guilt and sin, and the presence of the supernatural (Poe, Hawthorne).
- The characteristics of the American Romantic Hero—innocent, intuitive, close to nature, and distrustful of city life/civilization.
- How specific physical objects (a black veil, a red letter, a decaying house) represent abstract moral or psychological concepts.
- Central themes
- Central ideas
- objective summary
- rhetorical techniques
- point of view
- inference
- diction
- tone
- text structures
- imagery
- suspense
- stream of consciousness
- humor

Do (Competencies):

- Evaluate how the environment (the wilderness or a Gothic mansion) acts as a mirror for a character's internal mental state.
- Identify two or more themes (e.g., the corruption of society vs. the purity of nature) and track their development through a short story.
- Explain how an author like Poe uses "Single Effect," pacing, and point of view to create suspense and psychological tension.
- Support inferences about a character's motivations or the story's "hidden" meaning using specific, thorough quotes from the text.
- Analyze the author's use of literary devices (personification of nature, allegorical characters) to convey a specific belief system or moral.
- Compare how two different authors of the period (e.g., Irving vs. Poe) treat the same topic, such as the relationship between humans and the supernatural.
- Make inferences about a text to demonstrate critical and logical thinking.
- Determine the main idea of a text or multimedia source and explain how the author/speaker supports this idea with information and rhetoric.
- Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration.
- Cite strong and thorough evidence through the use of quotations, paraphrase examples, and in-depth commentary.
- Make inferences, draw conclusions, and determine the author's purpose based on evidence in a text
- Analyze how the author's use of text structures, imagery, suspense, stream of consciousness, humor, and sequence of events affect meaning and emotion.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- sequence of events
- point of view
- author's purpose
- bias
- Foundational works, genres, themes from American literature

- Assess how an author develops ideas based on their own perspective.
- Delineate and evaluate the rhetorical effectiveness of the author's reasoning, premises, purpose, and argument in seminal U.S. and world texts.
- Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Unit Key vocabulary

Romanticism: Emphasis on emotion, individualism, and the glorification of nature.

The Sublime: An experience of awe-inspiring greatness (often in nature) that can be both beautiful and terrifying.

Dark Romanticism: A subgenre focusing on human fallibility, self-destruction, and the presence of evil (Poe, Hawthorne).

Transcendentalism: The belief in the inherent goodness of people and nature; society and its institutions corrupt the purity of the individual.

Allegory: A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Sample Unit Activating Strategy

Varying Writing Prompts relating to ideas in the romanticism Review Key Literary Device Definition, Review Plot Structure with Graphic Organizers, Background Author Information with use of biographical video(s) and graphic organizers, Introduce Key Vocabulary Terms highlighting context clues

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	2 days
Lesson Essential Question	How did the Romantic movement shift the American focus from logic to emotion?	In what ways does the natural world serve as a spiritual and moral guide in Romantic literature?	How does Washington Irving use folklore to establish a uniquely American mythology?
Key Lesson Vocabulary	Rationalism, Intuition, The Sublime, Industrial Revolution.	Transcendentalism, Pantheism, Preservation, Oversoul.	Archetype, Satire, Usury, Stereotype.
Assessment	Contrast a "Rationalist" view of a thunderstorm with a "Romantic" view using 2–3 sentences for each.	Students select a passage from Bryant and sketch the "Sublime" elements described, labeling the emotions the nature imagery is intended to evoke.	Compare Rip Van Winkle to the "Romantic Hero" archetype. Does he fit, or is he a subversion?

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 day	2 days	2 days
Essential Question	How do Dark Romantics explore the fallibility and inherent "blackness" of the human soul?stylistic choices and the overall understanding of a short story?	How can a single physical object (symbol) represent a complex psychological or moral state?	How does Poe use structural choices and "Single Effect" to create psychological tension?
Key Lesson Vocabulary	Gothic, Original Sin, Depravity, Melancholy	Allegory, Symbolism, Ambiguity, Parable	Single Effect, Pacing, Unreliable Narrator, Morbid.
Assessment	Compare the "Light" Romantic view of humanity (divine/good) vs. the Dark Romantic view (flawed/sinful)	Analyze the "Minister's Black Veil" as a symbol of universal secret sin. Cite two pieces of textual evidence	Explain how the setting of the "House" reflects the mental state of the narrator or Roderick Usher.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Class discussion, small group discussion, graphic organizers, writing to prompts, guided questions for understanding, summarizing techniques ex. stop and jot, historical or time period background questions or activities

Common Summative Assessment:

Teacher-constructed assessment, small group and individual projects, written analysis, student-generated project

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.

Resources

Elements of Literature Fifth Course, Common Lit, Wayground, teacher-generated quizzes and tests, graphic organizers, Youtube, Internet, *The Scarlet Letter*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview	Differentiation of Expectations Based on PVAAS data and student ability.	Additional readings for layering meaning Thematic connections to multiple readings

Differentiation of Expectations based on PVAAS data and student ability.	Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher ACCESS for ELL English Language Proficiency Test	Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.
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English III American Transcendentalists Unit Map

Subject:	American Transcendentalists	Grade Level:	Academic 11	Duration:	6-8 days
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Key Learnings	• The Divinity of the Individual • The Over-Soul • Nonconformity and Self-Reliance • Nature as a Mirror • Civil Disobedience
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Unit Essential Question:	How does the Transcendentalist belief in the divinity of the individual and nature challenge societal conformity and define the American spirit?
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Identified Standards Addressed in the Unit:

CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development over the course of the text (Crucial for Emerson/Thoreau essays).

CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas or events over the course of a text.

CC.1.2.11-12.F: Evaluate how an author's choices regarding how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CC.1.4.11-12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Identified Eligible Content Addressed in the Unit:

I.1.1.2: Determine two or more central ideas of a text and analyze their development over the course of the text (Focus: Emerson's *Self-Reliance*).

I.1.2.1: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument (Focus: Thoreau's *Civil Disobedience*).

L.N.1.1.3: Analyze the author's use of literary devices (e.g., metaphor, aphorism) to convey a specific belief system.

Know (Concepts):

- The difference between Empiricism (knowledge through senses/logic) and Transcendentalism (knowledge through intuition/spirit).
- The concept of a universal spiritual unity that encompasses all living things, connecting God, Nature, and Humanity.
- The primary contributions of Ralph Waldo Emerson (*Nature*, *Self-Reliance*) and Henry David Thoreau (*Walden*, *Civil Disobedience*).
- The definition of the Sublime and why the "Transparent Eyeball" represents the ideal state of an observer in nature.
- The definition of Civil Disobedience as a non-violent, conscience-based refusal to obey an unjust law.
- How the optimism of the Transcendentalists contrasts with the pessimism of the Dark Romantics (Poe/Hawthorne).

- Central themes
- Central ideas
- objective summary
- text structures
- imagery
- suspense
- stream of consciousness
- humor
- sequence of events
- context
- dialect
- tone
- author's purpose
- How to identify evidence in literary and informational texts, how to use evidence to support analysis, and research

Do (Competencies):

- Determine and track the development of the theme of "Nonconformity" across several pages of a complex essay.
- Analyze how the use of aphorisms and metaphors (e.g., the "joint-stock company" or the "marrow of life") strengthens the author's persuasive argument.
- Explain how the Transcendentalist view of nature directly influences their views on social and political rebellion.
- Support inferences about Thoreau's motivations for moving to Walden Pond using specific, thorough evidence from the text.
- Formulate an argument regarding whether 19th-century Transcendentalist principles are applicable or sustainable in the modern, digital "Industrial" world.
- Evaluate the effectiveness of Thoreau's rhetorical structure in *Civil Disobedience* to determine if his argument remains sound for a 21st-century audience.
- Make inferences about a text to demonstrate critical and logical thinking.
- Determine the main idea of a text or multimedia source and explain how the author/speaker supports this idea with information and rhetoric.
- Analyze how the author's use of text structures, imagery, suspense, stream of consciousness, humor, and sequence of events affect meaning and emotion.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Examine informational texts that include narrative features and analyze how the blending of text types suits the author's objective and adds meaning and interest to the text.
- Analyze effect rhetorical pieces to determine how the author used style and content to argue their point.
- Identify when a text is being used to inform and when it is being used to argue a point.
- Analyze literary texts with informational texts, cite evidence from both

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Unit Key vocabulary	Transcendentalism - A philosophical movement asserting that knowledge of reality is derived from intuitive sources rather than objective experience. Nonconformity - The refusal to follow established customs, rules, or standards of behavior. Over-Soul - The spiritual unity of all beings; the concept that God, nature, and humanity are one. Aphorism - A brief, clever statement that makes a wise and memorable observation about life. Deliberate Living - Choosing to live with purpose and simplicity, stripped of "unnecessary" societal distractions. Intuition - The ability to understand something immediately, without the need for conscious reasoning.
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Sample Unit Activating Strategy	Varying Writing Prompts relating to ideas in the romanticism Review Key Literary Device Definition, Review Plot Structure with Graphic Organizers, Background Author Information with use of biographical video(s) and graphic organizers, Introduce Key Vocabulary Terms highlighting context clues
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	2 days
Lesson Essential Question	How does the "Over-Soul" concept connect the individual to the divine through nature?	Why did Emerson consider "consistency" and "imitation" to be the greatest threats to the human spirit?	What is the value of simplifying one's life, and what can nature teach us that society cannot?
Key Lesson Vocabulary	Transcendentalism, Over-Soul, Divine Spark, Intuition	Nonconformity, Aphorism, Consistency, Joint-Stock Company (Metaphor).	Essential Facts, Simplicity, Marrow, Sublime.
Assessment	After reading an excerpt from Emerson's <i>Nature</i> , students draw a literal "Transparent Eyeball" and	Students select one aphorism from <i>Self-Reliance</i> (e.g., " <i>Whoso would be a man must be a nonconformist</i> ") and	Students list 5 "necessities" Thoreau identified at Walden and compare them to 5 "modern necessities,"

	surround it with 3 quotes from the text that explain the observer's relationship to the world.	write a 1-paragraph reflection on how it applies to modern social pressures.	evaluating which are truly essential for spiritual growth.
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	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 day	1 day	2 days
Essential Question	When is an individual morally obligated to break an unjust law?	How do Transcendentalist and Dark Romantic views on human nature and the universe differ?	How do the principles of the 19th-century Transcendentalists manifest in modern environmental and social movements?
Key Lesson Vocabulary	Civil Disobedience, Expediency, Injustice, Conscience.	Optimism vs. Pessimism, Innate Goodness vs. Original Sin.	Legacy, Activism, Environmentalism, Counter-culture.
Assessment	Students take a stand on whether Thoreau's logic is dangerous to a functioning democracy or essential for its improvement, citing one modern example.	Students compare a Transcendentalist character/voice (e.g., Thoreau) with a Dark Romantic one (e.g., Roderick Usher) regarding their view of the natural world.	Students choose a modern figure (e.g., MLK, Greta Thunberg, or a minimalist lifestyle blogger) and present how they embody one of the five key learnings from the unit.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Class discussion, small group discussion, graphic organizers, writing to prompts, guided questions for understanding, summarizing techniques ex. stop and jot, historical or time period background questions or activities

Common Summative Assessment:

Teacher-constructed assessment, small group and individual projects, written analysis, student-generated project

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.

Resources

Elements of Literature Fifth Course, Common Lit, Wayground, teacher-generated quizzes and tests, graphic organizers, Youtube, Internet

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data and student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher ACCESS for ELL English Language Proficiency Test	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

English III New American Poetry – Unit Map



Subject: New American Poetry

Grade Level: Academic 11

Duration: 5-7 days

Key Learnings

- Breaking Form (The Radical Shift)
- The Public vs. Private Self
- Nature as Connection
- Cataloging and Parallelism
- Diction and Compression

Unit Essential Question:

How did Whitman and Dickinson break from traditional poetic forms to express the complexities of the American individual and the mysteries of the human condition?

Identified Standards Addressed in the Unit:

CC.1.3.11-12.E: Evaluate the structure of texts (e.g., choice of where to begin or end a story, the choice of a comedic rather than a tragic ending) and the use of poetic devices.

CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.J: Acquire and use accurate general academic and domain-specific words and phrases.

CC.1.3.11-12.C: Evaluate how an author's choices concerning how to develop and relate elements of a poem or story contribute to the overall structure and meaning.

Identified Eligible Content Addressed in the Unit:

L.N.1.1.4: Analyze the author's use of literary devices to create a specific effect (e.g., Whitman's **Anaphora** or Dickinson's **Enjambment**).

L.N.2.3.5: Explain how poetic form (e.g., free verse vs. common meter) relates to the meaning or theme of the work.

L.N.2.4.2: Compare the treatment of similar themes in two or more poems from the same era.

Know (Concepts):

- The transition from traditional European rhyming structures to unique American styles: Free Verse (Whitman) and Common Meter/Slant Rhyme (Dickinson).

Do (Competencies):

- Analyze how Whitman's lack of traditional meter contributes to the "expansive" and "untamed" tone of his poetry.
- Evaluate how Dickinson's specific, often abstract diction (e.g., using "Infinity" or "Soul" as concrete nouns) shapes the introspective tone of

- Whitman's philosophy of "En-Masse"—the idea that the poet's voice should represent all people, occupations, and aspects of the physical body.
- Dickinson's use of brevity, unconventional capitalization, and the "dash" to create layers of psychological and spiritual meaning.
- The specific function of Anaphora and Cataloging in creating rhythm, and Enjambment and Paradox in creating tension.
- How Whitman views death as a natural, cyclical transition ("*lucky to die*") vs. Dickinson's view of death as an observant, often formal or domestic presence.

- text structure
- plot
- Theme/Central Idea
- Main ideas
- Key ideas/details
- Objective Summary
- Motif
- The elements of stories and drama
- diction
- tone
- connotation
- syntax
- figurative language
- satire
- foreshadowing
- imagery
- allegory
- symbolism
- dialect

her work.

- Compare and contrast how both poets treat the American landscape—Whitman as a vast, bustling workplace and Dickinson as a private, symbolic garden.
- Identify and explain the effect of Slant Rhyme in creating a sense of "off-kilter" or unsettled emotion in a poem.
- Trace the development of the theme of "Individualism" through the public lens of *Song of Myself* and the private lens of *The Soul selects her own Society*.
- Accurately use terms like *cadence*, *quatrain*, and *anaphora* during class discussions and in written literary analysis.

- Make inferences about a text to demonstrate critical and logical thinking.
- Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex piece.
- Examine texts for their unique structure and analyze the effect the structure had on the story; evaluate the balance between artistry and functionality in a story.
- In a complex storyline, explain how each character's perspective impacts the overall point of view.
- Identify two or more themes (the author's intended message) and explain how the author developed the theme by using specific plot events and/or character changes.
- Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings.
- Explain how a poet uses a poem to alter or advance particular perspectives.
- Analyzing the impact of specific word choices on meaning and tone.
- Analyze the effect of words with nuanced meanings.
- Consider how the structure of poetic work is tied to meaning and tone

- allusion
- irony
- sound devices
- poetic structure
- rhyme scheme
- stage directions
- monologue
- dialogue
- soliloquy
- voice
- characterization
- diction
- affix (prefix/suffix)
- root words
- connotation
- denotation
- multiple meaning words

- Analyze and evaluate the impact of specific structural and aesthetic choice
- Analyze how the point of view influences the explicit and implicit meaning of the poem
- Compare and contrast poetic works within the same genre, time period, structural subset, and/or thematic grouping.
- Evaluate the unique artistic quality of poems and explain how the writing form differs from literary and informational works of the time period.
- Use active and close reading strategies to develop your own interpretation of poems.

Unit Key vocabulary

Free Verse - Poetry that does not rhyme or have a regular meter; used extensively by Whitman.

Approximate Rhyme - A type of rhyme with words that have similar, but not identical, sounds (e.g., *worm* and *swarm*).

Anaphora - The repetition of a word or phrase at the beginning of successive clauses (Whitman's signature style).

Enjambment - The continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.

Catalogue - A long list or inventory used in poetry to show the vastness of a subject.

Quatrain - A stanza of four lines, especially one having alternate rhymes (Common in Dickinson's work).

Sample Unit Activating Strategy

Student-generated definitions of poetry, Introduce poet's background, Audio/Individual readings of poems, writing prompts relevant to poem's theme or message, Pre-assess with K-W-L activity for poetry terms, Music selections with a focus on song lyrics as poetry for interest and "hook", Sample poems for reading, Whole-class poetry analysis

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	1 day
Lesson Essential Question	How does Walt Whitman's use of free verse reflect the expansive spirit of 19th-century America?	How do cataloging and anaphora create a sense of unity and abundance in Whitman's poetry?	How do Dickinson's unconventional punctuation and "slant rhyme" reflect her internal, private world?

Key Lesson Vocabulary	Free Verse, Cadence, Collective Voice, Grass (as a symbol)	Cataloging, Anaphora, Parallelism, Repetition.	Slant Rhyme, Common Meter, Dash (Punctuation), Elliptical Style.
Assessment	Students highlight examples of "Free Verse" (lack of rhyme/meter) in <i>"I Hear America Singing"</i> and explain how the form matches the "untamed" American spirit.	Students write a 10-line "modern catalog" poem using anaphora (repeating the first word of each line) to describe a busy scene in their school or town.	Students take a Dickinson poem and "correct" the punctuation/capitalization, then write a 2-sentence reflection on how the poem's meaning or "feeling" changes when the dashes are removed.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 day	2 days	1 day
Essential Question	How does Dickinson use brevity and riddles to explore complex themes like death and fame?	In what ways do Whitman and Dickinson represent two different "sides" of the American identity?	How did these two poets pave the way for the 20th-century "Modernist" movement in literature?
Key Lesson Vocabulary	Paradox, Quatrain, Ambiguity, Lyric Poetry.	Expansive, Elliptical, Macabre, Transcendence.	Innovation, Traditionalism, Modernism, Subjectivity.
Assessment	Students analyze <i>"Because I could not stop for Death"</i> and identify 3 metaphors that characterize Death as a "gentleman caller" rather than a monster.	Students complete a Venn Diagram comparing Whitman's <i>"Song of Myself"</i> with Dickinson's <i>"The Soul selects her own Society."</i>	Identify one technique from Whitman and one from Dickinson that you see in modern songwriting or spoken word poetry today.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

teacher-driven questions or discussion, reading and responding to various poems, drawing comparisons to other texts (music lyrics, speeches, etc.), identify various poetic elements labeling specific parts of the poem, annotating poetry, locate and explain the use of figurative language

Common Summative Assessment:

writing original poetry, poetry checklist, teacher-created assessments for individual poems

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.

Resources

Elements of Literature fifth course, Internet (Poetry Foundation, etc.), Youtube, Audio recordings of various poems, Teacher-generated questions and quizzes or tests

Scaffolds and Enrichment**Struggling Learners**

Cooperative Learning
Advanced Organizers/Vocabulary Preview
Differentiation of Expectations Based on PVAAS data and student ability.

Multi-Lingual Learners

Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability.
Visual examples and vocabulary preview
Graphic organizers
Cooperative learning
Consultation with ESL teacher

Advanced Learners

Additional readings for layering meaning
Thematic connections to multiple readings
Differentiation of Expectations Based on PVAAS data and student ability
Extended Projects/Advanced Activities/Action or Independent Rea Related to Topic

English III Realism Unit Map



Subject: English III Realism

Grade Level: Academic 11

Duration: 8 days

Key Learnings

- The "Great Pivot": American literature moved away from the "ideal" (what should be) to the "real" (what actually is), largely due to the trauma of the Civil War and the hardships of the Industrial Revolution.
- Authentic Dialect: Writers began to capture the specific ways Americans actually spoke (vernacular) rather than using formal, European-style prose.
- The Local as Universal: By focusing on "Local Color" (specific customs, topography, and dress of a particular region), authors validated the diverse identities of a rapidly expanding nation.
- Internal Reality: Reality is not just what happens externally; it is how the human mind perceives and distorts time and events under psychological pressure.
- The Indifferent Universe: At the end of the 19th century, Realism evolved into Naturalism, in which humans are viewed as "human beasts" governed by heredity and environment rather than by free will.
- Man vs. Nature: In a Naturalist world, nature is neither kind nor cruel; it is simply indifferent to human survival.

Unit Essential Question:

How did American authors between 1850 and 1900 transition from Romantic idealism to the gritty, objective portrayal of reality to reflect a nation transformed by war, industry, and social change?

Identified Standards Addressed in the Unit:

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 drawn from the text.

CC.1.3.11-12.C: Evaluate how an author's choices concerning how to develop and relate elements of a story or drama contribute to the overall structure and 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 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 an author's implicit and explicit assumptions and beliefs about a subject.

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.F: Evaluate how words and phrases shape meaning and tone in texts.

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Breaking the "Ideal" through first-hand accounts and the Civil War.
- Capturing the unique flavor of the American landscape and vernacular.
- The internal reality of the human mind under stress.
- Critiquing social structures and domestic "realities."
- Humans vs. an indifferent universe.

- rhetorical techniques
- point of view
- inference
- diction
- tone
- text structures
- imagery
- suspense
- stream of consciousness
- humor
- sequence of events
- Theme/Central Idea
- Main ideas
- Key ideas/details
- Objective Summary
- Motif
- author's purpose
- text evidence
- explicit
- implicit
- inference
- The elements of stories and drama
- diction

Do (Competencies):

- Differentiate between Romantic, Realist, and Naturalist passages using textual evidence.
- Analyze how an author's use of dialect contributes to the "verisimilitude" (the appearance of being true/real) of a text.
- Identify situational irony in short stories and explain how it critiques 19th-century social norms.
- Evaluate the impact of point-of-view (Omniscient vs. Objective) on the reader's trust in the narrative.
- Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration.
- Cite strong and thorough evidence through the use of quotations, paraphrase examples, and in-depth commentary.
- Make inferences, draw conclusions, and determine the author's purpose based on evidence in a text
- Analyze how the author's use of text structures, imagery, suspense, stream of consciousness, humor, and sequence of events affect meaning and emotion.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Make inferences about a text to demonstrate critical and logical thinking.
- Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex piece.
- Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence

- tone
- connotation
- syntax
- figurative language
- satire
- foreshadowing
- imagery
- allegory
- symbolism
- dialect
- allusion
- irony
- sound devices
- poetic structure
- rhyme scheme
- stage directions
- monologue
- dialogue
- soliloquy
- voice
- characterization

and thorough elaboration.

- Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary.
- Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence.
- Identify two or more themes (the author's intended message) and explain how the author developed the theme by using specific plot events and/or character changes.
- Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings.
- Explain how an author developed the point of view through characterization methods.
- 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.

Unit Key vocabulary

Rhetorical Appeals, Verisimilitude, Objective vs. Subjective, Abolitionist Literature, Regionalism, Vernacular, Dialect, Satire, Tall Tale, Stream of Consciousness, Perspective, Distortion, Omniscient Point of View, Objective Point of View, Situational Irony, Domesticity, Patriarchy, Social Constraint, Feminist Criticism, Naturalism, Determinism, Pessimism, Indifferent Universe

Sample Unit Activating Strategy

Author background and video(s) with guided questions and graphic organizers
Time period materials, activating American Dream ideals

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1-2 days	1 day	2 days

Lesson Essential Question	How does the shift from "sentimental" descriptions to "objective" detail serve a rhetorical purpose in the transition to Realism?	In what ways does the use of regional vernacular and "local color" increase the authenticity of the narrative experience?	How does the manipulation of time and perception illustrate the tenets of Psychological Realism?
Key Lesson Vocabulary	Rhetorical Appeals, Verisimilitude, Objective vs. Subjective, Abolitionist Literature	Regionalism, Vernacular, Dialect, Satire, Tall Tale	Stream of Consciousness, Perspective, Distortion, Omniscient Point of View, Objective Point of View
Assessment	Fact vs. Emotion Analysis: Students highlight "Romantic" language vs. "Realist" language in a specific chapter and write a 2-paragraph justification for why the Realist approach was more effective for Douglass's audience.	Dialect Translation: Students "translate" a paragraph of Twain's dialogue into standard academic English, then evaluate in a brief reflection what is "lost" in terms of characterization and realism.	Perspective Mapping: A timeline of the story where students mark "Objective Time" (the hanging) vs. "Subjective Time" (the escape) to show how Bierce mimics the mind's reality.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 day	2 days	
Essential Question	How do authors use situational irony to critique the social constraints placed on women in the late 19th century?	How does Naturalist literature differ from Realism in its portrayal of human agency and the role of the environment?	
Key Lesson Vocabulary	Situational Irony, Domesticity, Patriarchy, Social Constraint, Feminist Criticism	Naturalism, Determinism, Pessimism, Indifferent Universe	
Assessment	The Medical/Social Chart: Students assume the role of a 19th-century "observer" and write a case study on the protagonist's "condition," using textual evidence to distinguish	Man vs. Nature Debate: Students write a "closing argument" defending the thesis that the characters' fate was determined by their environment, not their choices, citing three specific	

	between the protagonist's inner reality and her outward social role.		interactions between the characters and the natural world.	
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Authentic, Varied, and Frequent Assessment Types	
Common Pre-Assessment (If applicable):	
Class discussion, small group discussion, graphic organizers, writing to prompts, guided questions for understanding, summarizing techniques ex. stop and jot, historical or time period background questions or activities	
Common Summative Assessment:	
teacher-created assessments and/or projects	
Unit Success Criteria:	
Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs	

Resources
<i>Elements of Literature Fifth Course, Ethan Frome, The Awakening</i>

Scaffolds and Enrichment		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability Extended Projects/Advanced Activities/Action or Independent Research Related to Topic

English III Moderns Unit Map



Subject: English III Moderns

Grade Level: Academic 11

Duration: 30-35 days

Key Learnings

- The Fragmented World: Modernist literature reflects a world that has "broken apart" due to World War I, urbanization, and the Great Depression, leading to fragmented narratives and non-linear time.
- The Disillusioned Individual: Characters often experience "alienation"—a sense of being outsiders in a society that no longer shares their values.
- Subjective Truth: Reality is filtered through the individual psyche (Stream of Consciousness), meaning there is no single "objective" truth.
- The American Dream in Decay: Modernists frequently critique the pursuit of wealth and the "ideal life," suggesting it is often hollow or unattainable.
- Disillusionment and the "Lost Generation": Students will understand how WWI shattered traditional beliefs in heroism and progress, leading to a sense of spiritual emptiness and alienation.
- Fragmentation and Non-Linearity: Students will identify Modernist techniques like Stream of Consciousness and non-linear timelines that mirror the fractured nature of modern life.
- The American Dream in Crisis: Students will evaluate how Modernist authors critiqued the pursuit of wealth and social status as hollow or unattainable (e.g., *The Great Gatsby*).
- The Harlem Renaissance: Students will recognize the explosion of African American artistic expression that sought to define a new cultural identity while confronting racial injustice.
- Brevity and Subtext (The Iceberg Theory): Students will analyze how authors like Hemingway used minimalist prose to leave deeper meanings hidden beneath the surface of the text.

Unit Essential Questions:

- How did the chaos of the early 20th century force American writers to abandon traditional storytelling and reinvent the "American Dream"?
- In what ways does Modernist literature use fragmentation and ambiguity to reflect the uncertainty of the human experience?
- How did the Harlem Renaissance and the Great Migration contribute to a more diverse and complex definition of American identity?
- How did the catastrophic events of the early 20th century force American writers to reinvent the "form" and "function" of literature to reflect a fragmented reality?

Identified Standards Addressed in the Unit:

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 over the course 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 drawn from the text, including determining where the text leaves matters uncertain.

CC.1.3.11-12.C: Evaluate how an author's choices concerning how to develop and relate elements of a story or drama contribute to the overall structure and meaning.

CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts, including the use of figurative language and irony.

CC.1.3.11-12.G: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

Identified Eligible Content Addressed in the Unit:

L.N.1.1.3: Analyze the author's use of literary devices (e.g., irony, symbolism) to convey a specific belief system.

L.N.2.3.6: Explain/analyze the relationship between the structure of the text and the development of the plot.

L.N.2.1.1: Determine the theme or central idea of a text and analyze its development.

Know (Concepts):

- Historical context of WWI, Prohibition, and the Great Depression.
- The definition of the "Unreliable Narrator."
- The shift from Romantic "Nature" to Modern "Urban" landscapes.
- The distinction between "The Iceberg Theory" and "Stream of Consciousness."

- Theme/Central Idea
- Main ideas
- Key ideas/details
- Objective Summary
- Motif
- author's purpose
- text evidence
- explicit
- implicit
- inference
- The elements of stories and drama

Do (Competencies):

- Analyze how historical trauma influences a character's worldview and motivations.
- Evaluate the credibility of a narrator and determine how their bias affects the reader's perception.
- Compare the setting of a Romantic text with a Modernist text to show shifting American values.
- Identify and explain the effect of experimental syntax and minimalist dialogue in short stories.
- Make inferences about a text to demonstrate critical and logical thinking.
- Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex piece.
- Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration.
- Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary.

- diction
- tone
- connotation
- syntax
- figurative language
- satire
- foreshadowing
- imagery
- allegory
- symbolism
- dialect
- allusion
- irony
- sound devices
- poetic structure
- rhyme scheme
- stage directions
- monologue
- dialogue
- soliloquy
- voice
- characterization

- Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence.
- Identify two or more themes (the author's intended message) and explain how the author developed the theme by using specific plot events and/or character changes.
- Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings.
- Explain how the author developed the point of view through characterization methods.
- 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.

Unit Key vocabulary

Modernism, Disillusionment, Alienation, Subjectivity, Existentialism, The Lost Generation, Stream of Consciousness, Fragmentation, Objective Correlative, Iceberg Theory, Non-Linear Narrative, Ambiguity, Imagism, Allusion, Double Consciousness, Vernacular, Jazz Poetry, Resilience, The Great Migration, Prohibition, Urbanization, The Jazz Age

Sample Unit Activating Strategy

Author background and video(s) with guided questions and graphic organizers
Time period materials, activating American Dream ideals

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	2 days
Lesson Essential Question	How did the trauma of WWI lead to the "fragmentation" of traditional American values and storytelling?	How can what is <i>omitted</i> from a story create more meaning than what is explicitly stated?	How does non-linear narrative structure reflect the subjective experience of human memory and thought?
Key Lesson Vocabulary	Disillusionment, Fragmentation, The Lost Generation, Alienation	Subtext, Omission, The Iceberg Theory, Minimalism	Stream of Consciousness, Subjectivity, Non-linear, Point of View
Assessment	Graphic Organizer: Students list three traditional "Victorian" values (e.g., certainty, heroics, clear morality) and describe how a Modernist perspective "breaks" or fragments each one.	Subtext Analysis: Students rewrite a 4-line dialogue from the story, adding "inner thoughts" for each character to reveal the 7/8ths of the "iceberg" beneath the surface.	Flow Chart: Students map the "jumps" in the protagonist's mind, connecting past memories to present-moment reality to visualize the story's structure.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 day	2 days	1 day
Essential Question	How did the Harlem Renaissance writers use "Jazz Poetry" and folk diction to redefine American identity?	How does Modernist literature critique the pursuit of wealth and social status?	Why is the "Unreliable Narrator" a hallmark of Modernist literature, and what does it say about the nature of truth?
Key Lesson Vocabulary	The Great Migration, Jazz Poetry, Folk Diction, Heritage	Irony, Satire, The Jazz Age, Futility	Unreliable Narrator, Ambiguity, Subjectivity, Perspective
Assessment	Comparative Response: Students compare the "tone" of a Hughes poem with a traditional Romantic poem (like Bryant), focusing on how Hughes uses the "sounds" of the city vs. the "sounds" of nature.	Quick-Write: Analyze a specific symbol (e.g., the Green Light or the Valley of Ashes) as a representation of the "Modernist" American Dream.	Summative Prep: Students choose one character from the unit and argue why their perspective is limited or biased, using at least two pieces of textual evidence

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Class discussion, small-group discussion, graphic organizers, writing to prompts, guided questions for understanding, summarizing techniques, ex. stop and jot, historical or time period background questions or activities

Common Summative Assessment:

teacher-created assessments and/or projects

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.

Resources

Elements of Literature Fifth Course, The Great Gatsby, Of Mice and Men

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability Extended Projects/Advanced Activities/Action or Independent Research Related to Topic

English III Contemporaries Unit Map



Subject: English III Contemporaries

Grade Level: Academic 11

Duration: 7-9 days

Key Learnings

- Students will understand how contemporary literature reflects a diverse range of voices (ethnic, gendered, and socio-economic) that challenge a singular "American" narrative.
- Students will identify techniques such as irony, black humor, and "stories about stories" that question the nature of truth and reality.
- Students will evaluate how contemporary authors use literature as a tool for social change, addressing themes like civil rights, environmentalism, and globalization.
- Students will analyze how the modern American Dream has shifted from material wealth to themes of belonging, mental health, and personal legacy.
- Students will recognize how modern writers often blend genres (e.g., magical realism, historical fiction, and memoir) to tell complex, non-traditional stories.

Unit Essential Questions:

- How does contemporary literature reflect the "Mosaic of America" and the struggle to define a collective identity in a fragmented world?
- In what ways do contemporary authors explore the tension between individual heritage and the pressure to assimilate into a globalized culture?
- How does the Postmodern use of irony and meta-fiction challenge our understanding of what is "true" or "real" in the 21st century?

Identified Standards Addressed in the Unit:

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 over the course 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 drawn from the text, specifically addressing cultural perspectives.

CC.1.3.11-12.G: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text (Relevant for contemporary retellings and multi-media adaptations).

CC.1.2.11-12.D: Evaluate an author's implicit and explicit philosophical assumptions and beliefs about a subject (Crucial for Contemporary social commentary).

CC.1.4.11-12.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Identified Eligible Content Addressed in the Unit:

L.N.2.4.1: Identify and explain the relationship between the historical/cultural setting and the events/characters in a text.

L.N.2.5.1: Compare and contrast the characteristics of various literary genres (e.g., the contemporary memoir vs. traditional autobiography).

I.1.1.3: Analyze how an author uses rhetoric to advance a point of view or purpose in contemporary essays or speeches.

Know (Concepts):

- The influence of the Civil Rights and Feminist movements on literature.
- The definition of Magical Realism and Metafiction.
- The shift toward the Non-fiction Narrative and Memoir.
- The impact of technology and globalization on the modern American voice.

- Theme/Central Idea
- Main ideas
- Key ideas/details
- Objective Summary
- Motif
- author's purpose
- text evidence
- explicit
- implicit
- inference
- media/medium
- scene
- dramatic script
- point of view
- author's purpose
- bias

Do (Competencies):

- Evaluate how contemporary texts provide a voice to historically marginalized groups.
- Analyze how blending reality with fantasy or self-awareness impacts the reader's engagement with the theme.
- Analyze the techniques used by authors to make personal history feel like a compelling narrative.
- Compare a 19th-century text with a 21st-century text to show how the "American Dream" has evolved.
- Make inferences about a text to demonstrate critical and logical thinking.
- Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex piece.
- Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration.
- Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary.
- Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence.
- Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

- How to write informative and explanatory texts

- Actively read a text to aid in and demonstrate understanding.
- Close read a text to extract and demonstrate an understanding of the deeper meanings and subtexts. (Read between the lines)
- Assess how an author develops ideas based on their own perspective.
- Establish and maintain a formal style and objective tone.

Unit Key vocabulary

Pluralism, The Nuclear Age, Assimilation, Counterculture, Postmodernism, Magical Realism, Metafiction, Beat Generation, Pastiche, Black Humor (Gallows Humor), Irony (Postmodern), Intertextuality, Non-linear Narrative, Minimalism (Kmart Realism)

Sample Unit Activating Strategy

Author background and video(s) with guided questions and graphic organizers
Time period materials, activating American Dream ideals

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	2 days
Lesson Essential Question	How did the end of WWII and the Cold War shift the American literary focus toward anxiety and social conformity?	How do contemporary authors use literature to reclaim personal and cultural identities?	In what ways does "Metafiction" challenge the reader's perception of what is real and what is a story?
Key Lesson Vocabulary	Post-war Disillusionment, Conformity, McCarthyism, Suburbia	Marginalized Voices, Heritage, Assimilation, Intersectionality	Metafiction, Irony, Pastiche, Black Humor
Assessment	Perspective Quick-Write: Analyze an excerpt from Miller's <i>Death of a Salesman</i> or a 1950s short story to identify one way the "American Dream" began to show cracks after the war.	Connection Journal: Students select a quote regarding "belonging" from the text and explain how the author's cultural background influences the speaker's definition of home.	Meta-Analysis Chart: Identify a moment where the narrator breaks the "fourth wall" and discuss why the author chose to remind the reader they are reading a work of fiction.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 day	2 days	1 day
Essential Question	How does the blending of the supernatural with the mundane help authors explore complex social truths?	How has the rise of technology and the internet changed the structure and themes of the contemporary American story?	How does the contemporary American "mosaic" represent a departure from the singular narratives of the past?
Key Lesson Vocabulary	Magical Realism, Surrealism, Allegory, Juxtaposition	Globalism, Cyberculture, Fragmentation (Digital), Ephemeral	Pluralism, Synthesis, Contemporary, Evolution
Assessment	Symbolic Sketch: Students draw a "magical" element from the story and write a caption explaining the real-world trauma or joy it symbolizes.	Socratic Seminar: Discuss whether modern hyper-connectivity has made the "American Individual" more connected to or more isolated from society.	Unit Summative Outline: Students choose one author from the Romantics, one from the Moderns, and one from the Contemporaries to compare how the "American Voice" has evolved over 150 years.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Class discussion, small-group discussion, graphic organizers, writing to prompts, guided questions for understanding, summarizing techniques, ex. stop and jot, historical or time period background questions or activities

Common Summative Assessment:

teacher-created assessments and/or projects

Unit Success Criteria:

Students meet the expectations on rubrics for projects or writing assignments and/or tests and quizzes at 80% or above.

Resources

Elements of Literature Fifth Course, Fahrenheit 451

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Cooperative Learning Advanced Organizers/Vocabulary Preview Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability Extended Projects/Advanced Activities/Action or Independent Research Related to Topic

Dover Area School District Curriculum Pacing Guide 11th Grade/English III

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Dover Area School District Curriculum Cover Sheet

Grade: 12

Subject/Course Title: English IV

Credit: 1

Course Description: Students will be presented with a historical survey of British and Western literary traditions and form, as well as a study of novels and non-fiction. This course includes research activities, vocabulary, writing, grammar usage review, and public speaking. The successful completion of a research project is required.

Instructional Resources: *Elements of Literature: 6th Course, Tuesdays with Morrie, The Curious Incident of the Dog in the Night-time*



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
Reading Informational Text			
1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.			
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.	Objective summary Central Ideas	Students will be able to identify the elements of nonfiction. They will also comprehend the author’s meaning intended in the work, the varieties of style, and gain an appreciation for the literary form.	Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration. Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary.
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.	Author’s point of view Complex set of ideas Sequence of events	Structure has an impact on the rhetorical effectiveness of a piece of writing	Make inferences about a text to demonstrate critical and logical thinking.
CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	Author’s purpose Content Style	Point of view helps guide/develop/shape the author's purpose, how that purpose is conveyed to an audience, and the style that the writer uses to communicate ideas	Determine the main idea of a text or multimedia source and explain how the author/speaker supports this idea with information and rhetoric.
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.	Structure Effectiveness of structure	Informational and argumentative texts surround us, especially in the digital age. It is important to know how to stop and think critically about the ideas being presented and the person or entity presenting it.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Explain and evaluate how an author uses structure and word choice to inform and argue.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	Exposition	Words and phrases impact rhetorical effectiveness.	Explain how a particular piece of information impacts the overall text and why an author includes some information, while excluding other pieces. Examine informational texts that included narrative features and analyze how the blending of text types suits the author’s objective and adds meaning and interest to the text.
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.	Argument	The importance to discern and synthesize a variety of sources, including a variety of media, in order to address a question or solve a problem.	Identify when a text is being used to inform and when it is being used to argue a point.



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Tone	Identifying purpose, reasoning, and the premise of arguments within historical texts.	Analyze effective rhetorical pieces to determine how the author used style and content to argue their point.
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.	seminal texts rhetoric Problem Solving	Literature is impacted by historical and political themes, purposes, context, and rhetorical purposes.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
CC.1.2.11–12.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.	Words/phrases	College and career-readiness vocabulary is essential to communication and future success.	
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.	Theme	Acquiring a thorough vocabulary and the means to use previously unknown words is essential to the flexibility of communication and future success.	
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Purpose Rhetorical features	Reading literary nonfiction and informational texts is necessary for future success.	
CC.1.2.11–12.BCite 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.	Literary non-fiction Implicit and explicit assumptions and beliefs Inferences Textual evidence Informational texts	Textual evidence is essential in order to analyze, draw inferences and conclusions, and relate to authors' individual assumptions and beliefs.	
Reading Literature			
1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	Textual Evidence		Make inferences about a text to demonstrate critical and logical thinking.
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.	Themes	There is the opportunity to make larger thematic connections between texts.	Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration.



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
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.	Central ideas	Textual evidence is essential in order to analyze, draw inferences and conclusions, and relate to authors' individual assumptions and beliefs.	Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary.
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.	Objective summary	Literature helps humanity come face to face with complex concepts, such as identity and justice, and decide for themselves how they will approach those concepts in their lives.	Identify two or more themes (the author’s intended message) and explain how the author developed the theme by using specific plot events and/or character changes.
CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	Analysis	Authors' point of view and purpose affect rhetorical choice, including content and style. Stories are how we experience and communicate about our lives.	Write an objective summary.
CC.1.3.11–12.E Evaluate the structure of text including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	Inferences	Literature is a unique art form with its own tools. These tools aren’t only meant to convey ideas, but to convey an aesthetic.	Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings.
CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	Conclusions	Word choice, order, and line breaks are almost always intentional.	Explain why an author used a certain word or phrasing and how these choices create mood and tone.
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.)	Author’s implicit and explicit assumptions and beliefs	Stories come in many forms: written, filmed, spoken, even played out by individuals themselves, but the best stories have the same overarching goals to entertain and enlighten. Literature can be interpreted in different ways; those interpretations can be evaluated based on their use of textual evidence and objectivity.	Evaluate the effectiveness of the author’s style.
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.	Author’s choices	Literature is impacted by historical and political themes, purposes, context, and rhetorical purposes.	Examine texts for their unique structure and analyze the effect the structure had on the story; evaluate the balance between artistry and functionality in a story.



Dover Area School District Curriculum K-U-D
ENGLISH IV

Standards	Know	Understand	Do
CC.1.3.11–12.1 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.	Elements of story or drama	Words and phrases impact rhetorical effectiveness.	In a complex storyline, explain how each character's perspective impacts the overall point of view.



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
CC.1.3.11–12.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.	Author's point of view Content Style Structure of text Word choice, phrases, sentences, paragraphs Meaning Tone Interpretations Story, drama, poem Shakespeare An American dramatist Foundational works of literature Multiple-meaning words and phrases Literary fiction	College and career-readiness vocabulary is essential to communication and future success. Poetry is an art form that can help people express difficult or radical ideas safely. Stories are how we experience and communicate about our lives. Literature is used to both reinforce and challenge tightly held cultural values.	Explain how an author developed the point of view through characterization methods. Explain the importance of historical context for certain pieces of literature Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics. Actively read a text to aid in and demonstrate understanding. Close read a text to extract and demonstrate an understanding of the deeper meanings and subtexts. (Read between the lines) Combine multiple inferences to develop your own unique interpretation of a text and its meaning and/or impact on a time period. Transfer skills from previous units of study to other classes and units in order to demonstrate growth. Compare and contrast imagery, structure, and sound devices in poetry "Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence. Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex poetic piece." Explain how a poet uses a poem to alter or advance particular perspectives. "Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone. Analyze the effect of words with nuanced meanings. Consider how the structure of a poetic work is tied to meaning and tone. Analyze and evaluate the impact of specific structural and aesthetic choice Analyze how the point of view influences the explicit and implicit meaning of the poem Compare and contrast poetic works within the same genre, time period, structural subset, and/or thematic grouping. Evaluate the unique artistic quality of poems and explain how the writing form differs from literary and informational works of the time period.



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
			Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone. Analyze the effect of words with nuanced meanings. Consider how the structure of a poetic work is tied to meaning and tone. Analyze and evaluate the impact of specific structural and aesthetic choice Analyze how the point of view influences the explicit and implicit meaning of the poem Compare and contrast poetic works within the same genre, time period, structural subset, and/or thematic grouping. Evaluate the unique artistic quality of poems and explain how the writing form differs from literary and informational works of the time period. Use active and close reading strategies to develop your own interpretation of poems.
Writing			
1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Purpose		
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Audiences	Effective compositions 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.	Perspective	Focus is essential to rhetorical effectiveness in writing.	



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, 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.	Appropriate content Significant and relevant facts	Research-based writing requires knowledge and application of multiple credible resources and a focused, organized process. Being concise and stylistic is essential to rhetorical effectiveness. Formality and style are impacted by rhetorical situation.	
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.	Extended definitions	Organization is essential to rhetorical effectiveness. Writing is a multi-stage, reflective process. Organization requires strategic use of transitions and syntax to maintain audience attention and to allow the audience to follow the writer's logic.	
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	Concrete details Stylistic aspects of composition	Style is essential to rhetorical effectiveness. Language shapes the complexity and understanding of the topic.	Establish and maintain a formal style and objective tone. Attend to the norms of the purpose of writing. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	Precise language Metaphor	The understanding and proper use of the conventions of standard English are essential to rhetorical effectiveness and future success.	Write informative/explanatory pieces to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	Simile	Developing arguments that effectively support claims is essential for future success.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for writing at the college and career readiness level.



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
CC.1.4.11-12.H. Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim	Analogy	To be rhetorically effective, writers must identify topic, task, and audience and write concisely with a specific focus.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	Formal style	Researching and developing claims or arguments is essential in understanding other points of views, developing one's own concerns and values, and avoiding bias.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.	Objective tone	Organization is essential to rhetorical effectiveness. Writing is a multi-stage, reflective process. Organization requires strategic use of transitions and syntax to maintain audience attention and to allow the audience to follow the writer's logic.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CC.1.4.11-12.K 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.	Norms of the discipline Complex ideas Organization Transitions Syntax Concluding statement Formatting	Style is essential to rhetorical effectiveness. Language, vocabulary, and figurative language are useful tools for writers.	Imagine different audiences and write with a specific audience in mind Produce argumentative essays that draw on specific details to support claims, embedding quotations, anecdotes, statistics, or observations into the body paragraphs. Model various genres from given exemplars in order to expand writing experiences and to develop a deeper appreciation of literature



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Stylistic aspects of composition	The understanding and proper use of the conventions of standard English are essential to rhetorical effectiveness and future success.	
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	Conventions of standard English grammar, usage, capitalization, punctuation, spelling	Story telling is essential for human development.	
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.	Arguments	Establishing a problem, situation, or observation and its significance is essential to engaging an orienting the reader	
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.	Claims	Narrative techniques are crucial to rhetorical effectiveness.	
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.	Analysis	Sequential organization is crucial for effective narrative writing.	
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 metaphors, simile, and analogy to manage the complexity of the topic.	Substantive topics Sharp, distinct focus Topic Task Audience Claim	Style is essential to rhetorical effectiveness.	
CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Alternate or opposing claims	The understanding and proper use of the conventions of standard English are essential to rhetorical effectiveness and future success.	



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
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.	Counterclaims	Evidence is essential in analyzing literary or informational texts.	
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.	Relevant evidence	Writing is a multi-faceted process.	
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.	Strengths and limitations of evidence		
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.	Audience's knowledge, concerns, values, and possible biases		
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.	Organization		



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
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.	Logically sequenced claims, counterclaims, reasons, and evidence Concluding statement Stylistic aspects of composition Formal style Objective tone Narratives Multiple points of view Narrator Characters Dialogue Description Reflection Multiple plotlines Pacing Details Sensory language Smooth progression Variety of techniques Coherent whole Tone Outcome Conclusion Parallel structure Various types of phrases and clauses English grammar, usage, capitalization, punctuation, and spelling Evidence Literary texts Informational texts Analysis Reflection Research Revision Editing Purpose Audience Writing products Self-generated question Problem Synthesis Investigation Relevant information Authoritative print and digital sources Task Purpose Audience Plagiarism		



**Dover Area School District Curriculum K-U-D
ENGLISH IV**

Standards	Know	Understand	Do
Speaking and Listening			
1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Persuasion Collaborative discussions	Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively. Conversational strategies and listening for specific information will lead to success in a broad spectrum of contexts.	Actively seek to understand other perspectives and cultures through speaking and listening.
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.	Speaker's perspective, reasoning, use of evidence and rhetoric	Creating and implementing effective Socratic seminar is a multistep process that includes building a classroom community, instilling communication skills, and devising meaningful, reflective assessment protocols	Evaluate other points of view critically and constructively.
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.	Credibility	Listening skills are critical for learning and communicating effectively.	Recognize the strengths and limitations of various technological tools and mediums.
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.	Author's stance, premises, link among ideas, word choice, points of emphasis, tone		Select and use technological tools and mediums best suited to their communication goals.
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.	Diverse format and media		Question a speaker's assumptions and premises as well as assess the veracity of claims and the soundness of reasoning.
CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.	Informed decisions		Practice how to listen to one another, make meaning, and find common ground while participating in a conversation.
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.	Problem solving		Participate in a mock interview experience which will include responding to impromptu questions



Dover Area School District Curriculum K-U-D
ENGLISH IV

Standards	Know	Understand	Do
CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	Credibility Accuracy Information, findings, and supporting evidence Clear and distinct perspective Organization Development Substance Style Purpose Audience Task Contexts Digital media Findings Reasonse Evidence Conventions of standard English		Present in a formal speaking situation for various purposes (to inform, to persuade, to entertain) that meets given criteria

Epic Poetry/Anglo-Saxon Unit Plan



Subject:	English/ Anglo-Saxon Unit/ Epic Poetry	Grade Level:	12	Duration:	about 13 days in a block schedule
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Key Learning	Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration. Explain the importance of historical context for certain pieces of literature Combine multiple inferences to develop your own unique interpretation of a text and its meaning and/or impact on a time period. Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence. Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex poetic piece.
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Unit Essential Question:	How do the actions of an epic hero reflect the core values of the culture? How do history and literature reflect/affect/connect?
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Identified Standards Addressed in the Unit:
CC.1.3-11-12. A. Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. 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.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.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.

Identified Eligible Content Addressed in the Unit:
N/A for grade level

Know (Concepts):	Do (Competencies):
Allusions Alliteration Tone and Mood	Identify allusions to other pieces of literature and evaluate their effect Identify examples of alliteration and evaluate their effect

Character development
Foil
Kenning
Epic and Epic hero
Theme
Metaphor and Simile

Differentiate between tone and mood and evaluate how tone and mood are established
Analyze how a character develops throughout a text
Analyze how a character serves as a foil and the impact that that character's role has on the protagonist
Identify examples of kennings as quintessential features of Anglo-Saxon poetry
Identify the features of an epic and epic hero and analyze how an epic and the epic hero embodies the values of a culture
Evaluate how a theme is presented throughout a work of literature
Distinguish between metaphors and similes and evaluate their effect on a piece of literature

Unit Key vocabulary

kenning, epic, epic hero, foil, alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, tone, metaphor

Sample Unit Activating Strategy

Anglo-Saxon informational text, time period review video, Old English text review, audio resources, epic hero discussion

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	1 day	5 days
Lesson Essential Question	What role did the Anglo-Saxons play in the early history of Great Britain?	What can you learn from a culture by its heroes and foils?	How are the themes betrayal, sacrifice, courage, loyalty, and good vs. evil portrayed in literature?
Key Lesson Vocabulary	kenning, epic, epic hero, foil, symbolism, theme, mood, tone	epic, epic hero, foil	kenning, epic, epic hero, foil, alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, tone, metaphor

Assessment	Students will complete a pre and post-quiz. Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.	Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.	Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.
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	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	5 days	1 day	
Essential Question	How do authors use literary devices and figurative language to communicate the theme?	Where do we see the influence of Anglo-Saxon culture today? How are these themes still relevant today?	
Key Lesson Vocabulary	alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, tone, metaphor	kenning, epic, epic hero, foil, alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, tone, metaphor	
Assessment	Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.	Students will complete a pre and post-quiz. Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Unit pre-quiz and various anticipatory activities

Common Summative Assessment:

Unit Post-Quiz
Completed study guide/annotations/note-taking evidence
Assessment of unit essential questions

Unit Success Criteria:

Objective assessment format and evaluation with data analysis
Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

Elements of Literature: Sixth Course *Beowulf*, Excerpts from various translations, Quizlet, various video clips

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

Shakespeare/Drama/Renaissance



Subject:	English/ Renaissance/ Shakespearean Drama	Grade Level:	12	Duration:	about 16 days in block schedule
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Key Learning	Identify two or more themes (the author's intended message) and explain how the author developed the theme by using specific plot events and/or character changes. Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings. Explain why an author used a certain word or phrasing and how these choices create mood and tone. Evaluate the effectiveness of the author's style. 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. Explain the importance of historical context for certain pieces of literature Actively read a text to aid in and demonstrate understanding. Close read a text to extract and demonstrate an understanding of the deeper meanings and subtexts. (Read between the lines) Analyze the impact of specific word choices on meaning and tone. Analyze the effect of words with nuanced meanings.
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Unit Essential Question:	How does a writer use irony to develop a reader's understanding and interest in a story? How are the themes of power, human relationships, revenge, and appearance vs. reality timeless themes in literature?
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Identified Standards Addressed in the Unit:

- 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.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.

Identified Eligible Content Addressed in the Unit:

N/A for grade level

Know (Concepts):

Textual evidence
Themes
Analysis
Elements of drama
Types of Irony
Style
Structure of text
Tone/Mood
Interpretations
Foundational works of literature
Literary Devices

Do (Competencies):

Evaluate the elements unique to drama and how they differ from other literary forms in structure and presentation
Identify how the types of irony are effectively used throughout a drama
Analyze the development of the theme throughout a text
Analyze the development of characters over the course of the text.
Evaluate the effect of character actions on the plot.
Compare and contrast a literary text with its artistic interpretation.
Interpret the use of literary devices in dramatic script and their impact on the audience.
Evaluate how playwrights build tension through pacing, conflict, and word choice.

Unit Key Vocabulary

alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, irony-situational, dramatic, verbal, internal and external character traits, direct and indirect characterization, plot, setting, point of view, soliloquy, aside, vernacular, Renaissance

Sample Unit Activating Strategy

background information, video clips

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	2 days	3 days	3 days
Lesson Essential Question	How did Shakespeare's work capture the culture of the Renaissance? Where do we see Shakespeare's influence on culture today? How did Shakespeare's work affect the English language?	How do writers use direct and indirect characterization?	How does dramatic irony impact the relationship between the characters and the reader/viewer?
Key Lesson Vocabulary	Renaissance, vernacular	internal and external character traits, direct and indirect characterization, plot, soliloquy, aside	irony-situational, dramatic, verbal, internal and external character traits,

			direct and indirect characterization, plot, soliloquy, aside
Assessment	study guide/guided notes, quizzes, discussion	study guide/guided notes, quizzes, discussion	study guide/guided notes, quizzes, discussion

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	2 days	5 days	1 day
Essential Question	How do playwrights use soliloquies effectively to present character traits and propel the plot?	How does a playwright effectively develop a theme over the course of a text?	Why are Shakespeare's works timeless and universal?
Key Lesson Vocabulary	internal and external character traits, direct and indirect characterization, soliloquy,	alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, irony-situational, dramatic, verbal, internal and external character traits, direct and indirect characterization, plot, setting, point of view, soliloquy, aside, vernacular	alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, irony-situational, dramatic, verbal, internal and external character traits, direct and indirect characterization, plot, setting, point of view, soliloquy, aside, vernacular
Assessment	study guide/guided notes, quizzes, discussion	study guide/guided notes, quizzes, discussion	study guide/guided notes, quizzes, discussion

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Unit pre-quiz and various anticipatory activities

Common Summative Assessment:

Unit Post-Quiz

Completed study guide/annotations/note-taking evidence

Assessment of unit essential questions

Unit Success Criteria:

Objective assessment format and evaluation with data analysis

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

Elements of Literature: Sixth Course *Macbeth*, Excerpts from various translations, Quizlet, various video clips, No Fear Shakespeare

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

Satire/Middle Ages Unit Plan

Subject: English/ Middle Ages Unit/
Satire

Grade Level: 12

Duration: 5 days

**Key
Learning**

Make inferences about a text to demonstrate critical and logical thinking.
Close read a text to extract and demonstrate an understanding of the deeper meanings and subtexts. (Read between the lines)
Combine multiple inferences to develop your own unique interpretation of a text and its meaning and/or impact on a time period.
Analyze the impact of specific word choices on meaning and tone.
Analyze the effect of words with nuanced meanings.
Analyze and evaluate the impact of specific structural and aesthetic choices
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for writing at the college and career readiness level.
Evaluate other points of view critically and constructively.

**Unit
Essential
Question:**

Why is being a critical consumer of information an essential life skill?

Identified Standards Addressed in the Unit:

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.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.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.
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.

Identified Eligible Content Addressed in the Unit:

N/A for grade level

Know (Concepts):	Do (Competencies):
Analysis Author's implicit and explicit assumptions and beliefs Inferences Conclusions Author's choices Author's point of view Author's purpose Content Style Structure of text Word choice, phrases, sentences, paragraphs Meaning Tone Interpretations	Analyze how the point of view influences the explicit and implicit meaning of the piece Evaluate point of view and potential bias Make inferences about a text to demonstrate critical and logical thinking. Draw conclusions about author's purpose based on analysis of text Evaluate author's choices for rhetorical effectiveness Identify author's purpose Analyze author's choices in terms of content, style, structure of text, word choice, sentence structure, and phrasing for rhetorical effectiveness Interpret author's intended message Evaluate how tone is established Evaluate potential audience response to author's intended message

Unit Key vocabulary	alliteration, figurative language, personification, simile, symbolism, theme, mood, atmosphere, tone, metaphor, irony-situational/ dramatic/verbal, pathos/ethos/logos, parody, point of view
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Sample Unit Activating Strategy	advertisement analysis
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1.5 days	1.5 days	2 days
Lesson Essential Question	How do rhetorical appeals work to effectively communicate with an audience?	How do authors use irony as a method of persuasion or communication?	How do authors effectively or ineffectively communicate ideas?
Key Lesson Vocabulary	ethos, pathos, logos	alliteration, figurative language, personification, simile, symbolism, theme, mood, atmosphere, tone, metaphor, irony-situational/ dramatic/verbal,	alliteration, figurative language, personification, simile, symbolism, theme, mood, atmosphere, tone, metaphor, irony-situational/ dramatic/verbal,

		pathos/ethos/logos, parody, point of view	pathos/ethos/logos, parody, point of view
Assessment	Students will complete a pre and post-quiz. Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.	Students will complete a pre and post-quiz. Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.	Students will complete a pre and post-quiz. Students will complete study guide/note-taking/annotations. Students answer the lesson essential question and provide evidence from the piece to justify their claim or assertion.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Unit pre-quiz and various anticipatory activities

Common Summative Assessment:

Unit Post-Quiz

Completed study guide/annotations/note-taking evidence

Assessment of unit essential questions

Unit Success Criteria:

Objective assessment format and evaluation with data analysis

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

Elements of Literature: Sixth Course, Excerpts from various translations, Quizlet, various video clips

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

Short Story/Poetry



Subject:	English/ Short Story/ Poetry	Grade Level:	12	Duration:	about 25 days in block schedule
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Key Learning	Make inferences about a text to demonstrate critical and logical thinking. Identify two or more themes (the author's intended message) and explain how the author developed the theme by using specific plot events and/or character changes. Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings. Explain why an author used a certain word or phrasing and how these choices create mood and tone. Evaluate the effectiveness of the author's style. Actively read a text to aid in and demonstrate understanding. Close read a text to extract and demonstrate an understanding of the deeper meanings and subtexts. (Read between the lines) Compare and contrast imagery, structure, and sound devices in poetry Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence. Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex poetic piece. Analyze the impact of specific word choices on meaning and tone. Consider how the structure of a poetic work is tied to meaning and tone. Use active and close reading strategies to develop your own interpretation of poems.
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Unit Essential Question:	How do writers communicate the theme of the story/poem to the reader?
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Identified Standards Addressed in the Unit:
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.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 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.

CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

N/A for grade level

Know (Concepts):

Theme/Central Idea
Textual evidence
Character development
Character analysis
Plot development
Point of view
Figurative language
Inferences
Context clues
Word choice

Do (Competencies):

Trace the development of theme throughout a text and analyze specific author choices that support the development of the theme.
Analyze specific pieces of textual evidence that answer an analytical question about the text.
Trace the development of characters over the course of the text and analyze the characters and how characters interact with others.
Evaluate the effect of character actions on the plot.
Analyze why the author chose to compose in that point of view.
Explain the effects of figurative language on the reader's understanding of a text.
Infer the meanings of words based on context clues.
Evaluate the effectiveness of word choices.

Unit Key vocabulary

alliteration, figurative language, personification, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, irony-situational, dramatic, verbal, internal and external character traits, direct and indirect characterization, plot, setting, point of view-1st person, 3rd person, vernacular, onomatopoeia, stanza, rhyme scheme, plot elements- exposition, rising action, climax, falling action, resolution, poetic devices, genre, style, hyperbole, flashback, imagery, sound devices (alliteration, consonance, assonance)

Sample Unit Activating Strategy

Review key vocabulary and plot diagram

Lesson 1

Lesson 2

Lesson 3

Duration	2 days	2 days	5 days
Lesson Essential Question	How do the plot elements/the plot diagram affect storytelling?	How do poets use figurative language/poetic devices to effectively convey the theme? What are the unique characteristics of poetry?	How do writers use direct and indirect characterization?
Key Lesson Vocabulary	plot, plot elements- exposition, rising action, climax, falling action, resolution	alliteration, figurative language, personification, simile, symbolism, theme, mood, atmosphere, tone, metaphor, onomatopoeia, stanza, rhyme scheme, poetic devices, style, hyperbole, imagery, sound devices (alliteration, consonance, assonance)	internal and external character traits, direct and indirect characterization, point of view-1st person, 3rd person
Assessment	Students will complete the study guide/note-taking/annotations. Students answer the lesson's essential question and provide evidence from the piece to justify their claim or assertion.	Students will complete the study guide/note-taking/annotations. Students answer the lesson's essential question and provide evidence from the piece to justify their claim or assertion.	Students will complete the study guide/note-taking/annotations. Students answer the lesson's essential question and provide evidence from the piece to justify their claim or assertion.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	5 days	5 days	5 days
Essential Question	How do writers use irony in their writing? How do writers create the mood/setting?	How does the writer's tone impact the reader? How does the writer's tone impact the message?	How do writers communicate the theme of the story/poem to the reader?
Key Lesson Vocabulary	irony-situational, dramatic, verbal, mood, atmosphere, setting, foreshadowing, metaphor, style	tone	theme, mood, atmosphere, tone
Assessment	Students will complete the study guide/note-taking/annotations.	Students will complete the study guide/note-taking/annotations.	Students will complete the study guide/note-taking/annotations.

	Students answer the lesson's essential question and provide evidence from the piece to justify their claim or assertion.		Students answer the lesson's essential question and provide evidence from the piece to justify their claim or assertion.		Students answer the lesson's essential question and provide evidence from the piece to justify their claim or assertion.
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Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Unit pre-quiz and various anticipatory activities

Common Summative Assessment:

Unit Post-Quiz

Completed study guide/annotations/note-taking evidence

Assessment of unit essential questions

Unit Success Criteria:

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

- Elements of Literature: Sixth Course, Quizlet, various video clips

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

Research/Writing



Subject: English 12/ Research / Writing **Grade Level:** 12 **Duration:** about 12 days- on a block schedule

Key Learnings

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
Attend to the norms of the purpose of writing.
Write narratives to develop real or imagined experiences or events using effective techniques, well chosen details, and well-structured event sequences.
Write informative/explanatory pieces to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for writing at the college and career readiness level.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Produce essays that draw on specific details to support claims, embedding quotations, anecdotes, statistics, or observations into the body paragraphs.
Present in a formal speaking situation for various purposes (to inform, to persuade, to entertain) that meets given criteria

Unit Essential Question:

Why is research an essential life skill?

Identified Standards Addressed in the Unit:

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
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.1.4.11–12.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, 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.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.

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.H. Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim

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.

CC.1.4.11–12.K 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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

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.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.

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 Grades 11–12 level and content

Identified Eligible Content Addressed in the Unit:

N/A for grade level

Know (Concepts):	Do (Competencies):
Style and Voice MLA Writing Process	Locate, evaluate, and utilize non-fiction resources to find textual evidence to support their own writing Write using MLA style and formatting to avoid plagiarism Develop and capture their own unique writing style and voice Demonstrate the writing process from brainstorming to drafting to editing and revision to publication

Unit Key vocabulary	MLA, citation, paraphrase, reliable sources, style, voice, figurative language, editing, revision, conventions of Standard Written English, strategic organization
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Sample Unit Activating Strategy	pre-writing activities, reading reference/mentor text
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	2 days	2 days
Lesson Essential Question	What are the elements of a research paper? How do/can the writing genres overlap?	Why should you use multiple media to locate your information? How do you know your information is reliable?	How do you properly cite sources, internally (parenthetical citations) and on a Works Cited page in order to avoid plagiarism? How do you incorporate textual evidence to support your thesis?
Key Lesson Vocabulary	MLA, citation, paraphrase, reliable sources	reliable sources	MLA, citation, paraphrase, reliable sources
Assessment	writing process	research process	writing process, drafting

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	5 days	1 day	1 day
Essential Question	How do you incorporate voice and tone in your writing?	How do you organize your ideas most effectively for your reader?	Why should you proofread?
Key Lesson Vocabulary	style, voice, figurative language	strategic organization	editing, revision, conventions of Standard Written English
Assessment	writing process, drafting, editing and revising	writing process, drafting, editing and revising	writing process, drafting, editing and revising

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

analysis of their previous writing

Common Summative Assessment:

final draft and final project

Unit Success Criteria:

Objective assessment format and evaluation with data analysis
Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs.

Resources

Tuesdays with Morrie, research articles and sources, Purdue Online Writing Lab, library resources, ILC, multimedia specialist

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

Literary Non-fiction/Memoir



Subject:	English IV/ Literary Non-fiction/ Memoir	Grade Level:	12	Duration:	14 class period- on block schedule
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Key Learnings	Students will read and interpret a memoir. Students will identify and rhetorically analyze the use of flashback. Students will analyze organizational thematic strategies.
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Unit Essential Question:	How do authors use the resources of language to impact an audience?
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Identified Standards Addressed in the Unit:

- 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 text 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

Identified Eligible Content Addressed in the Unit:

N/A for grade level

Know (Concepts):	Do (Competencies):
Literary Non-fiction Chronological and Thematic/Non-Linear organizational structures Voice Tone Reflective Commentary	Evaluate the effectiveness of literary non-fiction Examine texts for their unique structure and analyze the effect the structure had on the story; evaluate the balance between artistry and functionality in a story Analyze how an author uses their specific voice to aid in their rhetorical effectiveness Drawing from personal experiences to make connections

Unit Key vocabulary	alliteration, figurative language, personification, flashback, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, internal and external character traits, direct and indirect characterization, plot, setting, point of view, vernacular, onomatopoeia, plot elements- exposition, rising action, climax, falling action, resolution, non-linear, narrative, subjectivity, objectivity, syntax, collective memory
Sample Unit Activating Strategy	Journal/ written reflection exercises, videos

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	5 days	2 days	2 days
Lesson Essential Question	How do memoirs use the author's purpose to address universal themes like culture, forgiveness, or mortality?	How does an author's use of non-linear structure (like flashback) or thematic organization enhance the reader's understanding of the "truth"?	<i>How does literary non-fiction balance factual reporting with artistic storytelling?</i>
Key Lesson Vocabulary	alliteration, figurative language, personification, flashback, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, internal and external character traits, direct and indirect characterization, plot, setting, point of view, vernacular, onomatopoeia, plot elements- exposition, rising action, climax, falling action, resolution, non-linear, narrative, subjectivity, objectivity, syntax, collective memory	flashback, non-linear, foreshadowing, theme	alliteration, figurative language, personification, flashback, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, internal and external character traits, direct and indirect characterization, plot, setting, point of view, vernacular, onomatopoeia, plot elements- exposition, rising action, climax, falling action, resolution, non-linear, narrative, subjectivity, objectivity, syntax, collective memory
Assessment	Guided notes/worksheets/activities Senior memoir writing process	Guided notes/worksheets/activities Senior memoir writing process	Guided notes/worksheets/activities Senior memoir writing process

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
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Duration	5 days		
Essential Question	How do specific choices in diction, tone, and figurative language reveal the author's implicit assumptions and beliefs?		
Key Lesson Vocabulary	alliteration, figurative language, personification, flashback, foreshadowing, simile, symbolism, theme, mood, atmosphere, tone, metaphor, internal and external character traits, direct and indirect characterization, plot, setting, point of view, vernacular, onomatopoeia, plot elements- exposition, rising action, climax, falling action, resolution, non-linear, narrative, subjectivity, objectivity, syntax, collective memory		
Assessment	Guided notes/worksheets/activities Senior memoir writing process		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Journal/ written reflection exercises

Common Summative Assessment:

memoir writing

Unit Success Criteria:

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

- *Tuesday with Morrie*, videos, research materials, technology (Google Docs),

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

Novel/20th Century



Subject:	English/ Novel	Grade Level:	12	Duration:	about 16 days in block schedule
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Key Learning	Make inferences about a text to demonstrate critical and logical thinking. Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings. Explain how an author developed the point of view through characterization methods. Actively read a text to aid in and demonstrate understanding. Actively seek to understand other perspectives and cultures through speaking and listening. Evaluate other points of view critically and constructively.
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Unit Essential Question:	How do writers authentically capture perspective?
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Identified Standards Addressed in the Unit:

- CC.1.3-11-12 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- 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.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Identified Eligible Content Addressed in the Unit:

N/A for grade level

Know (Concepts):	Do (Competencies):
Inferences Character Development Character Analysis Internal and External Character Traits Internal and External Conflict	Make inferences about a text to demonstrate critical and logical thinking. Analyze how the literary elements in a story work together to create cohesive and believable plots, characters, and settings. In a complex storyline, explain how each character’s perspective impacts the overall point of view. Explain how an author developed the point of view through characterization methods. Evaluate the effectiveness of the author’s style.

Unit Key vocabulary	tone, voice, mood, internal and external character traits, direct and indirect characterization, plot, setting, point of view, vernacular , internal and external conflict, character development, character analysis, inferences, relevant research, reliable sources
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Sample Unit Activating Strategy	background context, video clips
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 day	5 days	5 days
Lesson Essential Question	How does the author’s background and experiences influence fiction writing?	How do writers use direct and indirect characterization?	How does a writer organize a story in a way that keeps readers intrigued and allows for an element of surprise?
Key Lesson Vocabulary	relevant research, reliable sources	tone, voice, mood, internal and external character traits, direct and indirect characterization, point of view, internal and external conflict, character development, character analysis, inferences	tone, voice, mood, direct and indirect characterization, plot, setting, point of view, internal and external conflict, inferences
Assessment	study guide/guided notetaking, discussion	study guide/guided notetaking, discussion, character analysis graphic organizer	study guide/guided notetaking, discussion, plot suspense analysis graphic organizer

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	5 days		
Essential Question	How does the writer help the reader to form relationships with characters (positive or negative)?		

Key Lesson Vocabulary	tone, voice, mood, internal and external character traits, direct and indirect characterization, plot, point of view, internal and external conflict, character development, character analysis, inferences		
Assessment	study guide/guided notetaking, discussion, written reflections		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

background context, video clips

Common Summative Assessment:

Study guide/ guided notetaking

Unit Success Criteria:

Objective assessment format and evaluation with data analysis

Receiving proficiency on a teacher-created rubric, the ability to answer LEQs and UEQs

Resources

- *Curious Incident of the Dog in the Night-time*
- video clips, internet resources, non-fiction articles and resources

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Graphic Organizers/Vocabulary Preview Small Group Instruction Scaffolding chunks of information/text Differentiation of Expectations Based on PVAAS data and student ability.	Differentiation of Expectations Based on PVAAS data, ACCESS for ELL English Language Proficiency Test, and demonstrated student ability. Visual examples and vocabulary preview Graphic organizers Cooperative learning Consultation with ESL teacher	Vocabulary Enrichment Additional readings for layering meaning Thematic connections to multiple readings Differentiation of Expectations Based on PVAAS data and student ability. Extended Projects/Advanced Activities/Action or Independent Research Related to Topic.

Dover Area School District Curriculum Pacing Guide 12th Grade/English IV

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