

**Unit 1: Poetry, The Art of Words and Emotion**

| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|--|---|--|
| Poetry: The Art of Words and Emotion | RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.9, RL.9-10.10, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.5, L.9-10.6 | <p>I can define and identify various forms of figurative language.</p> <p>I can distinguish between literal language and figurative language.</p> <p>I can recognize the difference between denotative meanings and connotative meanings.</p> <p>I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>I can reread a text to find more information or clarify ideas.</p> <p>I can use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>I can identify the writing style that best fits my task, purpose and audience.</p> <p>I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>I can use prewriting strategies to formulate ideas.</p> <p>I can recognize that a well-developed piece of writing requires more than one draft.</p> <p>I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</p> <p>I can define plagiarism.</p> <p>I can avoid plagiarism by paraphrasing and/or summarizing my research findings.</p> <p>I can identify various purposes for presenting information to a reader or audience.</p> <p>I can evaluate the credibility and accuracy of various presentations.</p> <p>I can use patterns of word changes to determine a word's meaning or part of speech.</p> |
| Essential Questions | | |
| <p>What is poetry and why is it important?</p> <p>What tools do poets use to create their poetry?</p> <p>How can poetry and language be used by an author to evoke an emotional response?</p> | | |
| Previous Grade Band | Next Grade Band | |
| <p>In the previous grade level, students were expected to read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>In the previous grade level, students were expected to examine the connotative and figurative meanings of words, compare and contrast multiple text structures, and analyze point of view.</p> | <p>By the end of grade 11-12 band, students are expected to read and comprehend literature, including stories, dramas, and poems in the grades 11-12 text complexity band proficiently, independently and proficiently.</p> <p>In the next grade band, students are expected to continue to analyze the connotative and figurative meanings of words as they are used in the text, examine how the author's choice shapes the overall structure of the text, and continue to evaluate multiple points of view.</p> | |
| Text Selections | Vocabulary | Instructional Planning |
| <p>More Than Rhyme: Poetry Fundamentals by Western Reserve Public Media, a poetry anthology and workbook http://www.WesternReservePublicMedia.org/poetry.</p> | <p>Alliteration, Allusion, Assonance, Ballad, Blends, Cadence, Concrete image, Connotation, Construct meaning, Couplet, Denotation, Double denotation, Editing, Elegy, End Rhyme, Enjambed line, Free Verse, Figurative meaning, Genre, Hyperbole, Idiom, Imagery, Implicit Inferences, Irony, Literal meaning, Metaphor, Nuance(s), Ode, Onomatopoeia, Paraphrase, Parody, Personification, Poetry, Point of View, Prose Poem, Pun, Quatrain, Repetition, Revision Rhyme, Satire, Simile, Extended Simile, Sonnet, Sound Device, Speaker, Stanza, Symbolism, Theme, Thesis Tone, Visualize, Voice, Understatement, Viewpoint</p> | <p>-Complete the exercises and readings from the workbook <i>More Than Rhyme, Poetry Fundamentals</i></p> <p>Daily Formative Assessments. Bell Work/Exit Slips, Explore Figurative Language by creating additional lines to existing poems, Poetry Analysis and annotation in class and as group work, Response writing to poems discussed in class,</p> <p>- Compare and Contrast Activity: Select two poems that share a theme analyze the theme in each poem, compare and contrast the ways in which the theme is conveyed and write a literary response including identification and analysis of literary terms and poetic elements.</p> <p>-Mimic model writing in which the students must write their own poems by mimicking contemporary poetry. The students will also write an accompanying paper in which they explain their model poem and their own poem, using technical elements and other poetic devices.</p> <p>-Match a song that speaks to a theme important to the student with a poem that addresses that same theme, students will paraphrase the words to the song/poem, identify and share the figurative language as well as analyzing it's meaning in the texts, students will also analyze the technical elements including meter, rhyme, word choice and other sound devices in an oral presentation that includes listening to the songs</p> |

**Unit 2: Fiction: The Long and Short of It—**

| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|---|---|--|
| Fiction: The Long and Short of It— | RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.10.9, RL.10.10, W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, S.9-10.1, S.9-10.2, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6 | I can read closely and find answers explicitly in text. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. I can define theme. I can analyze plot to determine a theme. I can determine how specific details in the text reveal and continually refine as theme. I can compose an objective summary stating key points of the text without adding my own opinions or emotion. I can identify and explain the role of complex characters in a text. I can analyze how complex characters develop over the course of a text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme. I can explain how the point of view of cultural experience found in various works of world literature differs from the works of literature written in the United States. I can analyze multiple texts of world literature to gain insight into the point of view of other societies and cultures. I can select a topic and identify and gather relevant information to share with my audience. I can locate quotes and references that show how the theme develops I can write an objective summary of the text I am reading. I can define and identify a complex character I can list the characteristics of a complex character in a text I can locate moments in the text and quotes and references from the text that show how the change in a complex character. I can define point of view I can determine the point of view of a text I can tell a story about a real or imagined experience I can plan and prewrite about my experience I can create a story plot diagram I can follow a story plot when I write my narrative I can write using specific details to make my writing interesting to the reader I can create interesting dialogue between characters |
| Essential Questions | | |
| How do we tell stories? Why do we tell stories? What can writers do to keep their audience interested in their writing? What are the tools that writers use to create quality writing? How does reading make us better writers? How can we demonstrate our understanding of short stories through writing? How can effective word choice improve our writing? | | |
| Previous Grade Band | Next Grade Band | |
| In the previous grade level, students were expected to cite the strongest textual evidence and draw inferences. They analyzed theme and its relationship to character, setting, and plot. In the previous grade level, students were expected to examine the connotative and figurative meanings of words, compare and contrast multiple text structures, and analyze point of view. | In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes, and analyze the impact of the author's choice as it relates to plot and character. In the next grade band, students are expected to continue to analyze the connotative and figurative meanings of words as they are used in the text, examine how the author's choice shapes the overall structure of the text, and continue to evaluate multiple points of view. | |
| Text Selections | Vocabulary | Instructional Planning |
| "Harrison Bergeron" by Kurt Vonnegut Jr. "The Possibility Evil", "The Missing" "Louisa, Please Come Home" by Shirley Jackson "A Marriage Proposal" Anton Chekhov "Boule de Suif" by Guy Maupassant "Marriage is a Private Affair" by Chinua Achebe "The Acts of King Arthur & His Noble Knights" by John Steinbeck "How Much Land Does a Man Need?" Leo Tolstoy Selected stories from <i>Dubliners</i> James Joyce "The Exiles" Ray Bradbury "Searching for Summer" Joan Aiken | Conflict Exposition Rising Action Climax Falling Action Resolution Setting Character Mood Genre Tone Theme Flashback Dialogue Flash-Forward Chronological Order Cause and Effect Prediction Folk Tale Main Idea Supporting Detail Traits Motivation Direct Characterization Flat/Round Character, Static/Dynamic Character Indirect Characterization Stock Character Inference Narrator Historical Context Synthesize Conclude Purpose Voice Diction Denotation Connotation Point of View (1st, 2nd, 3rd, limited, omniscient) | Reading and analyzing literature/short stories and texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn Elements of short stories such as: -tone -mood -imagery -theme -motif -symbol Analyzing texts to examine: -craft and structure -elements of literature -arguments / claims -influence of culture and setting on language -personal critical and aesthetic response Identify and analyze themes in prose and provide evidence from the text to support understanding. Identify and analyze the structure, elements, and stylistic devices of fiction. Apply different analytic techniques to literature and prepare a written response Produce narrative writing that follows a plot structure, includes figurative language, various forms of characterization, dialogue, mood, various other literary elements addressed in class and which also mimics stylistic writing choices and syntax/diction choices made by authors read within class. Regular formative assessments End-of-unit assessments similar to EOC II |

**Unit 3: Drama, Scenes are Meant to be Seen**

| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|---|---|--|
| Drama: Scenes are Meant to be Seen | RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7, RL.9-10.9, RL.10.10, RI.9-10.1, W.9-10.2, SL.9-10.4 W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, S.9-10.1, S.9-10.2, S.9-10.3, S.9-10.6, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6 | I can analyze how characters develop through their interactions with others. I can analyze how complex characters develop over the course of a text. I can identify different literary structures. I can analyze a text and determine why an author chose to present his/her text using a particular structure. I can analyze how an author's choice of text structure creates such effects as mystery, tension, or surprise. I can define narrative and describe the basic parts of plot. I can use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters. I can present my information in a sequence that allows the listener to follow my line of reasoning. I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience. I can define textual evidence. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. I can determine how specific details in the text reveal and continually refine a theme. |
| Essential Questions | | |
| What are the elements of drama? How is the theme of appearance versus reality evidenced in our play? How do I comprehend the language of this Shakespeare's play? How are the events, characters, and themes in this play relevant to today's world? What were the characteristics of Elizabethan England, Shakespeare's personal setting? How do social expectations affect the development of our identity? How does the artistic medium affect the development and understanding of the text, theme, characters? | | |
| Previous Grade Band | Next Grade Band | |
| In the previous grade level, students were expected to compare multiple versions of texts as well as examine various themes, events, and characters in literature. | In the next grade band, students are expected to analyze and evaluate multiple interpretations of a story, drama, or poem, and demonstrate knowledge of the foundational works of American literature and its varying themes. | |
| Text Selections | Vocabulary | Instructional Planning |
| Twelfth Night, Or What You Will by William Shakespeare (No Fear Shakespeare version) Historical background on Shakespeare Contemporary scripts Alternative unit: Macbeth | Drama, Tragedy, Comedy, Tragic hero, Tragic flaw, Foil, Conflict, Protagonist, Complications, Climax, Resolution, External Conflict, Antagonist, Internal Conflict, Stage, Lighting, Props, Stage Directions, Dialogue, Soliloquy, Inference, Dramatic Irony, Farce, Archaic, End-stopped, Oral Interpretation, Blank Verse, Dramatic Performance, Act, Scene, Monologue, Aside | Introduction to Shakespeare, his life, his writing, his language. Also, drama, theater, Elizabethan England, and other terms. Use the Teaching guide found at http://www.penguin.com/static/pdf/teachersguides/twelfth.pdf for planning. The guide will help foster an understanding of the connection between plays and modern television and movies. It helps students get an understanding of humor, dramatic structure and techniques, and characterization. Students will complete during reading questions, a quiz over the introduction and each act, a final test. We will view different variations and performances of this play. Students will write a comparative analysis. |

**Unit 4: Arguments and Analysis- If You Can Argue Well, You Can Write Well**

| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|--|--|---|
| Arguments and Analysis, If You Can Argue Well, You Can Write Well | RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.10.9, RI.10.9, W.9-10.2, SL.9-10.4, W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8, W.9-10.9, W.9-10.10, S.9-10.1, S.9-10.2, S.9-10.3, S.9-10.4, S.9-10.5, S.9-10.6, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6 | I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. I can determine the overall analysis, ideas, or events being conveyed by the author. I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader. I can define point of view as how the author feels about the situation/topic of a text. I can determine an author's point of view and explain his/her purpose for writing the text. I can identify when an author introduces irrelevant evidence, false statements, and/or fallacious reasoning to his/her argument. I can identify seminal U.S. documents that have related themes and concepts. I can identify how different documents address related themes and concepts. I can determine how the time period and point of view of an author affects his/her perspective on a theme or concept. I can analyze substantive topics or texts to determine an argument that causes or has caused a debate in society. I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice. I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument. I can select a topic and identify and gather relevant information to share with my audience. |
| Essential Questions | | |
| How have people, both in our past and present, successfully brought about change through persuasion? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions? What is the effect of advertising in our world? What is rhetoric (both effective and ineffective)? Why is it important to think about both the ways in which we use language and the ways in which others use language? | | |
| Previous Grade Band | | Next Grade Band |
| In the previous grade level students were expected to: - cite textual evidence and draw inferences, examine the progression of the central ideas and analyze how individuals, ideas, or events impact the text. -examine connotative, figurative, and technical meanings of words and phrases, analyze text structure, determine an author's point of view or purpose in a text, and analyze how an author responds to conflicting viewpoints. -assess the advantages and disadvantages of using different mediums to present a topic, trace and assess the relevance of arguments while noting unrelated evidence, and analyze conflicting information in similar texts and identify whether the texts disagree in fact or opinion. | | In the next grade band, students are expected to: -continue to cite text and draw inferences, examine multiple themes and investigate how specific individuals, ideas, or events develop throughout the text. -continue to examine the various meanings of words and how an author refines their use within the text, evaluate the effectiveness of text structure in an argument, and analyze how style and content shapes the author's purpose. -integrate and evaluate multiple versions of a text, examine the reasoning in seminal U.S. text, and analyze the themes, purposes and rhetorical significance of 17th-, 18th- and 19th-century foundational U.S. documents. |
| Text Selections | Vocabulary | Instructional Planning |
| Patrick Henry- Liberty or Death Abraham Lincoln- The Gettysburg Address John K. Kennedy "Inaugural Address" Dr. Martin Luther King, "I Have a Dream" Barack Obama, "Election Night Victory Speech." Selections from Upfront Magazine TED talks Workbooks- If They Can Argue Well, They Can Write Well Historical Speeches through a Literary -Lens | Ethos, pathos, logos, Debate, fact, opinion, quote, resolve, proposition, evidence, persuade, contention, affirmative side, negative side, oppose, rebuttal, concede, counter-argument, reasoning, stereotype, inductive reasoning, deductive reasoning, fallacy, logical, illogical, evade, testimonial, slogan, generalize, simplify, analogy, Bandwagon, humor, individuality, name-calling, plain folks, product comparison, pun words, rewards, security, slogan, transfer, loaded words, emotional appeal, logical appeal, | -Students will be introduced to the language and structure of arguments and analysis -Students will read and analyze several speeches of historical significance, including how they address related themes and concepts. -Students will read and several informational articles and watch speeches on current events topics like conflict minerals, cheap fashion. Some of this should be conducted like the EOC writing portion. -Students will write and present their own persuasive arguments. -Advertising unit. Commercial and ad campaign/marketing analysis. Creation of own. -Students will read and analyze a range of sample arguments so they learn to distinguish between effective and ineffective arguments. Students will work to understand how writers use and develop claims throughout the course of a text. Students will evaluate a variety of claims using criteria to determine quality. -Students will label the elements of an argument (claim, evidence, reason) both in their own writing and existing writing. Students will provide a list of counterclaims, alternative positions, values or biases to consider when considering their claims or the writing of others. -Students will develop and apply criteria for determining the quality of topics and texts, claims and counterclaims, evidence and reason. Students will investigate data (statistics, surveys, etc) to support their claims and establish criteria for using supporting evidence. -Students will develop habits of mind such as thinking and communicating with clarity and precision, questioning and posing problems, and striving for accuracy. They will apply these habits to future writing and analysis to improve quality and clarity. |

**Unit 5: A Great American novel- To Kill a Mockingbird, An Exploration of Empathy and Tolerance**

| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|---|---|---|
| Novel Unit: To Kill a Mockingbird, An Exploration of Empathy and Tolerance | RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.10, RI.9-10.1, RI.9-10.7, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7 W.9-10.8, W.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6, L.9-10.6 | I can conduct a research project demonstrating my understanding of a topic. I can gather information by effectively searching for a variety of sources and I can integrate the information without plagiarising and always properly crediting. I can use evidence from the information I have gathered to support my research. I can present information clearly, concisely, & logically so my audience can easily understand. My presentation will be appropriate for the task and audience. I can use media in my presentation to enhance understanding and interest. I can adapt my speech, using formal English as appropriate. I can identify and analyze complex characters. I can show how a complex character develops throughout the text. I can show how a complex character interacts with other characters. I can analyze the use of word choice including figurative words. I can determine a central theme and explain its development throughout the text using specific details. I can analyze how/ why an author would choose to structure a text for effect. I can read a text independently and proficiently. |
| Essential Questions | | |
| How can prejudice and superstition lead to injustice? What responsibility do individuals have to protect the innocent? What happens when people fear what they do not understand? How can an author use structure to engage the reader? | | |
| Previous Grade Band | Next Grade Band | |
| | | |
| Text Selections | Vocabulary | Instructional Planning |
| To Kill a Mockingbird- Harper Lee Informational Articles regarding novels themes Film version of novel Supplemental Texts: Short Story: -“Thank You Ma’am” by Langston Hughes Poetry: -“You’ve Got to be Taught” by Oscar Hammerstein -“Ode to a Mockingbird” by Rita P. Hestand -“The Cold Within” by James Patrick Kinney Excerpts from Go Set a Watchman by Harper Lee “Daddy Doll Under the Bed” by Erma Bombeck “World Take My Son By the Hand” (newspaper clipping from 1970) | Vocabulary focus will be words from and relating to the readings | -Collaborative research project in which students research a topic relevant to the novel -Introduction of novel setting and background through informational reading -Read novel and answer both literal and inferential questions over chapters, literary elements -Analyze author’s style purpose, structure, tone, characterization, plot development, language, theme -Analyze pov, why author would choose to structure text -Watch movie, write response comparing the two mediums -Character Recasting Activity |



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| Unit 6: Multigenre Research Paper: Helping Human Rights Hit Home | | |
| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
| Multigenre Research Paper: Helping Human Rights Hit Home | RI.9-10.1., RI.9-10.2, RI.9-10-10, W.9-10-1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7 W.9-10.8, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.5, SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.5, L.9-10.6 | <p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>I can use context as a clue to the meaning of a word or phrase.</p> <p>I can consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.</p> <p>I can verify the determined meaning of a word or phrase</p> <p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I can you evidence from the text to support my analysis of what the texts says explicitly as well as my inferences.</p> <p>I can analyze how an author develops an argument, including how they builds and develops ideas.</p> <p>I can...figure out the meaning of words and phrases as they are used in context.</p> <p>I can determine an author's stance and how the author uses rhetoric to advance that point of view.</p> <p>I can write arguments that support claim, informative/explanatory texts to convey complex ideas, narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured texts.</p> <p>I can produce clear and coherent writing in which the development, organization, and development is appropriate for the task and purpose.</p> <p>I will strengthen and improve my writing through planning, revising, editing, rewriting, and restructuring.</p> <p>I will use technology to produce and publish my work.</p> <p>I will conduct short research project to synthesize multiple sources on a topic.</p> <p>I will gather information from multiple sources and integrate information into a text while avoiding plagiarism and by following a standard format.</p> <p>I will write routinely over a period of time.</p> |
| Essential Questions | | |
| <p>What is the Universal Declaration of Human Rights?</p> <p>What human rights violations exist around the world?</p> <p>What are the stories of the people who endure these violations?</p> <p>How can genre and language be used to enhance emotional appeal?</p> <p>How can technology be used to improve the quality and appeal of my writing?</p> | | |
| Previous Grade Band | Next Grade Band | |
| | | |
| Text Selections | Vocabulary | Instructional Planning |
| <p>On the Adoption of the UDHR- Eleanor Roosevelt</p> <p>The Articles of the UDHR</p> <p>Upfront Magazine Articles and other current events articles, videos, etc</p> <p><i>The Immortal Life of Henrietta Lacks</i> both the story and the movie</p> <p>Paired Passages of Human Rights</p> | | <p>-Complete informational and background readings for the Universal Declaration of Human Rights.</p> <p>-Read various informational articles connecting with human rights violations.</p> <p>-Assign multigenre research paper and presentation project, very detailed project</p> <p>-If time watch <i>The Immortal Life of Henrietta Lacks</i>, read excerpt, and write a reflection</p> |

**Unit 7: Unit Need Not Apply: Addressing the Language Strand**

| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|--|---|---|
| Language- Addressing the Language Strand | L.9-10.1, L.9-10.2 L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6 | <p>I can demonstrate command of the conventions of standard English grammar & usage when writing or speaking.</p> <p>I can use parallel structure.</p> <p>I use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute).</p> <p>I can use various types of clauses (independent, dependent; noun, relative, adverbial)</p> <p>I can use various types of phrases and/or clauses to convey specific meanings and add variety and interest.</p> <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p>I can use a semicolon to link two or more closely related independent clauses.</p> <p>I can use a semicolon and a conjunctive adverb to relate two clauses.</p> <p>I can use a colon to introduce a list.</p> <p>I can use a colon to introduce a quotation.</p> <p>I can spell correctly</p> <p>I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>I can write work so that it conforms to the MLA guidelines , aware there other styles for respective disciplines.</p> <p>I can edit work so that it conforms to the guidelines set forth in the MLA stylebook.</p> <p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>I can use context as a clue to the meaning of a word or phrase.</p> <p>I can identify patterns of word changes that indicate different meanings or parts of speech. (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>I can use patterns of word changes that indicate different meanings or parts of speech.</p> <p>I can consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.</p> <p>I can verify my preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>I can demonstrate understanding of figurative language.</p> <p>I can demonstrate understanding of word relationships.</p> <p>I can understand nuances in word meanings.</p> <p>I can interpret figures of speech (euphemism, oxymoron) in context & analyze their role in the text.</p> <p>I can analyze nuances in the meaning of words with similar denotations</p> <p>I can acquire and use accurately general academic and domain-specific words and phrases</p> |
| Essential Questions | | |
| <p>Why is language important?</p> <p>How can we recognize patterns in language?</p> <p>Why should we know and apply standard English conventions?</p> <p>How can language enhance our reading, writing, and speaking experiences?</p> <p>Why is having a common format for academic writing important?</p> | | |
| Previous Grade Band | Next Grade Band | |
| <p>In the previous grade level, students were expected to demonstrate a command of the conventions of standard English usage and grammar with a focus on verb forms and functions, capitalization, punctuation, and spelling when speaking and/or writing.</p> <p>In the previous grade level, students were expected to use knowledge of language and its conventions when writing, speaking, reading, or listening. A special emphasis is placed on the use of active versus passive verbs and verbs in the conditional or subjunctive mood.</p> <p>In the previous grade band, students were expected to determine or clarify the meaning of unknown and multiple-meaning words or phrases by identifying and understanding Greek and Latin affixes and roots, demonstrate understanding of figurative language such as figures of speech, understand word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.</p> | <p>In the next grade band, students are expected to continue to demonstrate and understand a command of the conventions of standard English usage and grammar, capitalization, punctuation, and spelling when speaking and/or writing. Building on their previous punctuation knowledge, students will expand their focus to include hyphenation conventions.</p> <p>In the next grade band, students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>In the next grade band, students are expected to continue to autonomously determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 11-12 reading and content, demonstrate understanding of figurative language, word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.</p> | |
| Text Selections | Vocabulary | Instructional Planning |
| The Elements of Style Workbook Bell Ringers in various formats Addressing during assignments | | Specific target lessons with assessments, bell ringers, exit slips, addressed through rubrics, practice questions built into in-class assessments., |





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| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|-------------------------|--------------------|------------------------|
| | | |
| Essential Questions | | |
| | | |
| Previous Grade Band | Next Grade Band | |
| | | |
| Text Selections | Vocabulary | Instructional Planning |
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| Unit Topic and Overview | Learning Standards | Clear Learning Targets |
|-------------------------|--------------------|------------------------|
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| Essential Questions | | |
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| Previous Grade Band | Next Grade Band | |
| | | |
| Text Selections | Vocabulary | Instructional Planning |
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|-------------------------|--------------------|------------------------|
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| Essential Questions | | |
| | | |
| Previous Grade Band | Next Grade Band | |
| | | |
| Text Selections | Vocabulary | Instructional Planning |
| | | |