

Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Know:

Theme in Fiction and Central Idea in Nonfiction

Make Predictions, Plot and Foreshadowing, Author's Perspective

Analyzing Structure and Format

Comparing Style and Author's Purpose

Cause and Effect, Conflict and Resolution
Comparing Irony and Paradox

Writing an Expository Essay

Reading Complex Texts

Understand:

There are many differences between fiction and nonfiction.

Prior knowledge of stories with similar plots and of human nature can help you to predict events in a story and how characters will act.

An author's life experiences often shape the stories he writes.

An author's plot sequence and use of techniques such as foreshadowing can add tension to a story.

Authors use structural features to help readers to locate and analyze the information provided.

A writer's style is made up of the features that make his or her expression of ideas distinctive.

Writers use various styles, depending on their purpose for writing.

Writers choose words that will help them achieve their purposes, making choices based upon the connotations and denotations of words.

Writers consider the arrangement of words in phrases and sentences to

Do:

Answer the unit essential question, "How is the theme or central idea of a text developed, shaped, and refined by its author?" through activities and assessments aligned with the unit standards.

Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

	<p>help them achieve their purposes.</p> <p>Conflict drives a story's plot and influences the story's structure. To build interest, writers may use suspense as part of plot.</p> <p>To analyze causes and effects, a reader must reflect on key details that the writer spends time explaining or describing.</p> <p>An writer's use of irony often adds emotional intensity to a story or creates a sense of surprise when readers learn that a situation or character has a different truth.</p> <p>Writers may use paradox to reveal a deeper truth in a story's theme.</p> <p>MLA formatting will continue to be used in English classes.</p> <p>An expository essay includes a thesis statement, an effective and logical method of organization, well-chosen supporting evidence and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page.</p>	
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Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

	<p>It is important to plan, write, edit, and proofread before you publish writing.</p> <p><i>Lord of the Flies</i> by William Golding can be analyzed for key ideas and details, craft and structure, and integration of ideas from this unit.</p> <p>There are many nonfiction texts that can be studied to assist in deeper understanding of <i>Lord of the Flies</i>.</p>	
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Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Which standards are students learning in this unit?

RL.10.2, RL.10.4, RL.10.5, RL.10.10, RI.10.2, RI.10.3, RI.10.4, RI.10.6, RI.10.8, RI.10.10, W.10.2, W.10.3, W.10.5, W.10.9, W.10.10, SI.10.1, SL.10.3, SL.10.5

Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

<p>Character Development and Story Structure</p> <p>Making Inferences, Character and Characterization</p> <p>Setting</p> <p>Analyzing Text to Extend Ideas</p> <p>Comparing</p> <p>Points of View</p> <p>Draw Conclusions, Theme Symbolism and Allegory</p> <p>Paraphrasing to Connect Ideas</p> <p>Comparing Tone</p> <p>Writing a Narrative</p> <p>Reading Complex Texts</p>	<p>A story's structure is the way in which the events of the plot unfold and the reader learns about characters and situations.</p> <p>Characters set the plot of a story in motion.</p> <p>Characters can be classified according to the manner in which they are portrayed.</p> <p>Characterization is the method by which an author develops a character.</p> <p>Story structure is the way in which events, characters, and situations are introduced and developed.</p> <p>Characters develop as a story progresses.</p> <p>Narrative structure organizes events and affects the reader's experience.</p> <p>Setting may affect a story's plot.</p> <p>A well-described setting helps readers understand the time and place of the action in a story.</p> <p>Through analysis, evaluation, and elaboration, a reader can extend ideas presented in informational texts.</p>	<p>Answer the unit essential question, "How do the elements of a short story contribute to its theme?" through activities and assessments aligned with the unit standards.</p>
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Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

The author's choice of point of view affects the impact of the story on the reader.

To express a theme, a writer may directly state the theme of the work, or create patterns of story elements to suggest a larger meaning.

A story in which all characters, settings, events, and actions are clearly symbolic is called an allegory.

To draw a conclusion about the meaning of a symbol, identify patterns that suggest its larger meaning.

Paraphrasing helps to clarify meaning in a text so that a reader can determine main idea and better understand how an author introduces, develops, and connects related ideas.

Tone is the writer's attitude toward his subject or audience.

Tone may be affected by the author's cultural experiences.

Tone may be conveyed by the details the writer chooses to include, the diction the writer uses,

Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

	<p>or in direct statements of the writer's feelings.</p> <p>All of the elements of a short story contribute to its deeper meaning, or theme.</p> <p>MLA formatting will continue to be used in English classes.</p> <p>A narrative includes the elements of a short story with a clear theme.</p> <p>It is important to plan, write, edit, and proofread before you publish writing.</p> <p>"The Pit and the Pendulum" by Edgar Allan Poe can be analyzed for key ideas and details, craft and structure, and integration of ideas from this unit.</p> <p>There are many nonfiction texts that can be studied to assist in deeper understanding of "The Pit and the Pendulum."</p>	
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Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

Which standards are students learning in this unit?

RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, RL.10.7, RL.10.10, RI.10.4, RI.10.6, RI.10.10, W.10.1, W.10.2, W.10.3, W.10.4, W.10.5, W.10.6, W.10.8, W.10.9, W.10.10, SL.10.1, SL.10.2, SL.10.3, SL.10.6

Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Know:

Author's Point of View and Development of Ideas
Main Idea, Expository Essay

Main Idea, Reflective Essay Follow and Critique Technical Directions

Comparing Humorous Writing

Evaluate Persuasion, Persuasive Writing, and Rhetorical Devices

Evaluate Persuasion, Analytic and Interpretive Essays

Analyze Text Structures

Comparing Author's Purposes

Understand:

Essays and speeches express an author's point of view about a single topic.

The elements of essays and speeches are: author's purpose, central idea, point of view, structure, style, rhetoric, and tone.

There are five types of essays: expository, persuasive, reflective, narrative, and descriptive.

There are six types of speeches: address, lecture, talk, sermon, presentation, and extemporaneous.

Writers use a variety of techniques to develop and support the central ideas in their essays and speeches.

Some of the details that support an author's claims are facts, statistics, descriptions, examples, reasons, and expert opinions.

Authors organize ideas to emphasize connections among them.

Common rhetorical devices are repetition, parallel structure, restatement, rhetorical questions, and analogies.

Do:

Answer the unit essential question, "What knowledge can I gain from reading nonfiction?" through activities and assessments aligned with the unit standards.

Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

Authors use imagery, figurative language, and figures of speech to invigorate their writing.

Analyzing literary nonfiction involves determining the author's point of view and evaluating the development of ideas within a work.

An expository essay is a brief nonfiction work in which an author informs by explaining, defining, or interpreting an idea.

Diction sets one expository essay off from another.

To fully understand an essay, analyze central ideas and supporting details.

A reflective essay: a) introduces and develops reflections about an event, a time period, or an idea from an author; b) weaves a connection between personal experience and a point of general interest; or c) reflects on a specific object, scene, occasion, place, or idea.

To fully understand an essay, analyze central ideas and supporting details.

Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

A reader can better understand technical directions by analyzing the format of the text, critiquing the logic of the document by analyzing the sequence, and then asking questions.

In a humorous essay or speech, a writer may use techniques such as hyperbole, understatement, or diction to present a subject in an amusing, unexpected way.

Persuasive writers use arguments and rhetorical devices to convince people to take a particular action or position.

An analytic essay is a brief work of nonfiction in which a writer explores an idea or claim by breaking it into parts.

To bring readers to accept an analysis, a writer may build in appeals to authority, reason, emotional appeals, or appeals to shared values.

To evaluate a writer's appeals, distinguish between fact and opinion.

To analyze text

Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

structures, it can help to scan titles and skim the document to determine the sequence of information.

Common text structures are cause and effect, chronological order, comparison and contrast, list, order of importance, and spatial order.

An author may have more than one purpose for writing, but generally, one purpose is most important.

How can I apply what I have learned about nonfiction to a study of *Night*?

MLA formatting will continue to be used in English classes.

A persuasive essay includes a thesis statement, an effective and logical method of organization, well-chosen supporting evidence, arguments, and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page.

It is important to plan, write, edit, and proofread before you publish writing.

Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Which standards are students learning in this unit?

RL.10.10, RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.6, RI.10.7, RI.10.8, RI.10.9, RI.10.10, W.10.1, W.10.2, W.10.3, W.10.5, W.10.6, W.10.9, W.10.10, SL.10.1, SL.10.3, SL.10.4, SL.10.6

Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

Know:

Determining Meaning and Tone

The Speaker in Poetry

Poetic Forms

Comparing Tone and Mood

Figurative Language

Sound Devices

Comparing Theme

Writing an Expository, Narrative, or Persuasive Essay

Understand:

Poetry combines structural elements with concise, musical, and emotionally charged language to express multiple layers of meaning.

To fully understand a poem, consider the voice of the speaker as well as the literal and figurative meanings of words.

Meter, sound devices, and language combine to express the meaning and tone of a poem.

In poetry, the speaker is the voice that says the words of the poem.

Poems have qualities that set them apart as a distinct form.

All forms of poetry may contain imagery as well as figurative language.

To unify sounds in a poem, a poet may follow a poetic form.

Each poetic form uses a distinctive meter and pattern of rhymes.

Tanka is a five-line, unrhymed Japanese form.

A sonnet is a fourteen-line form with a specific line count, rhyme scheme, and rhythmic

Do:

Answer the unit essential question, "What information does poetry convey?" through activities and assessments aligned with the unit standards.

Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

	<p>pattern.</p> <p>Quatrans are groups of four lines.</p> <p>A couplet is a pair of rhymed lines.</p> <p>A villanelle is a nineteen-line form with a pattern of repeated lines and a specific rhyme scheme.</p> <p>The overall feeling or impression conveyed by a poem can be affected by tone and mood.</p> <p>By making unexpected and surprising comparisons, figurative language in poetry helps the reader to think about familiar ideas in new ways. This makes it an important source of imagery in poetry.</p> <p>Common figurative language includes simile, metaphor, and personification.</p> <p>Sound devices can add to the mood of a poem, imitate the sound of events, or reflect a poem's meaning.</p> <p>Common sound devices are alliteration, assonance, consonance, and onomatopoeia.</p> <p>Poems of different forms can have similar themes.</p>	
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Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

	<p>MLA formatting will continue to be used in English classes.</p> <p>Students will write an expository, persuasive, or narrative essay. If applicable, it will include a thesis statement, an effective and logical method of organization, well-chosen supporting evidence and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page</p> <p>It is important to plan, write, edit, and proofread before you publish writing.</p>	
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Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

Which standards are students learning in this unit?

RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.10, RI.10.1, RI.10.6, W.10.2, W.10.5, W.10.6, W.10.7, W.10.9, SL.10.1, SL.10.6

Topic: 5: Drama

Days: 13

Subject(s): English Language Arts

Grade(s): 10th

Know:

Shakespearean Tragedy

Julius Caesar - Throughout reading *Julius Caesar*, students will study the following concepts: Character Development, Conflict, Theme, Protagonist and Antagonist, Greek Tragedy, Comparing Universal and Culturally Specific Themes, Shakespeare's Tragedies, Blank Verse Analyze Imagery, Dramatic Speeches, Internal and External Conflict, Compare and Contrast Characters, Tragic Heroes, Comparing Character Motivation.

Writing a Research Paper

Understand:

Shakespeare's tragedies are plays that tell of a reversal of fortune, from good to bad, experienced by a man or woman, usually of noble birth.

Shakespeare's tragedies have these distinct features: historical characters, hero with a tragic flaw, internal conflict, supporting roles with comic relief, and a specific structure.

Shakespeare structured his tragedies with a specific plot - Act I is the exposition, Act II is the rising action, Act III contains the crisis, Act IV is the falling action, Act V contains the climax and the catastrophe.

The concepts found in *Julius Caesar* can be analyzed: Character Development, Conflict, Theme, Protagonist and Antagonist, Greek Tragedy, Comparing Universal and Culturally Specific Themes, Shakespeare's Tragedies, Blank Verse Analyze Imagery, Dramatic Speeches, Internal and External Conflict, Compare and Contrast Characters, Tragic Heroes, Comparing Character Motivation.

Writing a research paper

Do:

Answer the unit essential question, "How does *Julius Caesar* fit the form of a Shakespearean tragedy?" through activities and assessments aligned with the unit standards.

Topic: 5: Drama

Days: 13

Subject(s): English Language Arts

Grade(s): 10th

Know:

Understand:

Do:

	requires knowledge of MLA formatting, planning, writing, proofreading, editing, and the techniques of good writing.	
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Topic: 5: Drama

Days: 13

Subject(s): English Language Arts

Grade(s): 10th

Which standards are students learning in this unit?

RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, RL.10.7, RL.10.10, RI.10.2, RI.10.5, W.10.1, R.10.2, W.10.3, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, SL 10.2, SL.10.3, SL.10.4, SL.10.5, SL.10.6

Topic: 6: World Literature

Days: 9

Subject(s): English Language Arts

Grade(s): 10th

Know:

Literature of Latin and
Central America

Literature of Asia

Literature of Africa and
the Middle East

Literature of Russia

Writing a Research
Paper on Determining
Themes across Cultures

Understand:

The cultures, people,
and history of a region
shape the literature it
produces.Each region has major
literary figures and
pieces.Authors use different
techniques to create their
literature. Specific forms
are often found in
certain regions.Different authors from
different cultural
backgrounds express
similar human themes
and ideas.

Do:

Answer the unit essential question, "How do the
cultures, people, and history of a region shape the
literature it produces?" through activities and
assessments aligned with the unit standards.

Topic: 6: World Literature

Days: 9

Subject(s): English Language Arts

Grade(s): 10th

Which standards are students learning in this unit?

RL.10.1, RL10.3, RL.10.4, RL.10.5, RL10.6, RI.10.1, RI.10.3, RI.10.4, RI.10.5, RI.10.6, RI.10.7, RI.10.8, W.
10.1, W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.9, W.10.10, SL.10.3, SL.10.6

Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Key Learning: There are many differences between fiction and nonfiction.

Prior knowledge of stories with similar plots and of human nature can help you to predict events in a story and how characters will act.

An author's life experiences often shape the stories he writes.

An author's plot sequence and use of techniques such as foreshadowing can add tension to a story.

Authors use structural features to help readers to locate and analyze the information provided.

A writer's style is made up of the features that make his or her expression of ideas distinctive.

Writers use various styles, depending on their purpose for writing.

Writers choose words that will help them achieve their purposes, making choices based upon the connotations and denotations of words.

Writers consider the arrangement of words in phrases and sentences to help them achieve their purposes.

Conflict drives a story's plot and influences the story's structure. To build interest, writers may use suspense as part of plot.

To analyze causes and effects, a reader must reflect on key details that the writer spends time explaining or describing.

An writer's use of irony often adds emotional intensity to a story or creates a sense of surprise when readers learn that a situation or character has a different truth.

Writers may use paradox to reveal a deeper truth in a story's theme.

MLA formatting will continue to be used in English classes.

An expository essay includes a thesis statement, an effective and logical method of organization, well-chosen supporting evidence and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page.

It is important to plan, write, edit, and proofread before you publish writing.

Lord of the Flies by William Golding can be analyzed for key ideas and details, craft and structure, and integration of ideas from this unit.

There are many nonfiction texts that can be studied to assist in deeper understanding of ***Lord of the Flies***.

Unit Essential Question(s):

How is the theme or central idea of a text developed, shaped, and refined by its author?



Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Theme in Fiction and Central Idea in Nonfiction</p> <p>1. In fiction, an author tells of imaginary characters and events. In nonfiction, an author discusses facts or general ideas. 2. There are three major forms of fiction: short stories, novels, and novellas. 3. There are two categories of nonfiction: functional texts and literary nonfiction. 4. Fictional texts contain themes and nonfictional texts contain central ideas. 5. Literary elements give clues to theme in fiction. 6. Supporting details give clues to central idea in nonfiction.</p>	<p>Concept: Make Predictions, Plot and Foreshadowing, Author's Perspective</p> <p>1. Prior knowledge of stories with similar plots and of human nature can help you to predict events in a story and how characters will act. 2. An author's life experiences often shape the stories he writes. 3. An author's plot sequence and use of techniques such as foreshadowing can add tension to a story.</p>	<p>Concept: Analyzing Structure and Format</p> <p>1. Authors use structural features to help readers to locate and analyze the information provided.</p>
<p>Lesson Essential Question(s): What are the differences between fiction and nonfiction? (A)</p>	<p>Lesson Essential Question(s): How can my prior knowledge help me to predict the events in a story? (A)</p> <p>How does an author's perspective affect his writing? (A)</p> <p>How does an author's choice concerning text structure, order of events, and manipulation of time create effects such as mystery, tension, or surprise? (A)</p>	<p>Lesson Essential Question(s): What are some techniques used by an author to help readers locate and analyze the information provided? (A)</p>
<p>Vocabulary: fiction, nonfiction, character, conflict (internal and external) , point of view , setting, theme, central idea , short stories , novels, novellas, functional texts , literary nonfiction , reports, newsletters, online reference sources , personal narratives , biographies, essays, implied theme , thesis statement , author's purpose (inform, persuade, entertain) , topic sentence , title, symbol, statements, observations, plot, fact, opinion, anecdote, analogy</p>	<p>Vocabulary: exposition , rising action , climax, falling action , resolution, foreshadowing, flashback, prediction, prior knowledge , perspective, text structure</p>	<p>Vocabulary: structure, format, main heading , subheading, bold or italic text , illustration or graphics</p>

Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Comparing Style, Author's Purpose</p> <p>1. A writer's style is made up of the features that make his or her expression of ideas distinctive. 2. Writers use various styles, depending on their purpose for writing. 3. Writers choose words that will help them achieve their purposes, making choices based upon the connotations and denotations of words. 4. Writers consider the arrangement of words in phrases and sentences to help them achieve their purposes.</p>	<p>Concept: Cause and Effect, Conflict and Resolution</p> <p>1. Conflict drives a story's plot and influences the story's structure. To build interest, writers may use suspense as part of plot. 2. To analyze causes and effects, a reader must reflect on key details that the writer spends time explaining or describing.</p>	<p>Concept: Comparing Irony and Paradox</p> <p>1. An writer's use of irony often adds emotional intensity to a story or creates a sense of surprise when readers learn that a situation or character has a different truth. 2. Writers may use paradox to reveal a deeper truth in a story's theme.</p>
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<p>Lesson Essential Question(s): How does an author's purpose affect style? (A)</p>	<p>Lesson Essential Question(s): How can analysis of conflict help a reader understand an author's choice of text structure? (A)</p> <p>How can analysis of cause and effect help the reader to understand an author's choice of text structure? (A)</p>	<p>Lesson Essential Question(s): How does an author use irony and paradox help the reader to understand the story's intended meaning? (A)</p>
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<p>Vocabulary: style, diction, syntax, connotation, denotation, sentence structure</p>	<p>Vocabulary: external conflict , internal conflict , resolution, suspense, cause, effect, key details</p>	<p>Vocabulary: irony , situational irony , verbal irony , dramatic irony , paradox</p>
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<p>Concept: Fiction and Nonfiction Review and Test</p>	<p>Concept: Writing an Expository Essay</p> <p>1. MLA formatting will continue to be used in English classes. 2. An expository essay includes a thesis statement, an effective and logical method of organization, well-chosen supporting evidence and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page. 3. It is important to plan, write, edit, and proofread before you publish writing.</p>	<p>Concept: Reading Complex Texts</p> <p>1. <i>Lord of the Flies</i> by William Golding can be analyzed for key ideas and details, craft and structure, and integration of ideas from this unit. 2. There are many nonfiction texts that can be studied to assist in deeper understanding of <i>Lord of the Flies</i>.</p>
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<p>Lesson Essential Question(s): How is the theme or central idea of a text developed, shaped, and refined by its author? (A)</p>	<p>Lesson Essential Question(s): How do I plan, write, edit, proofread, and publish an expository essay? (A)</p>	<p>Lesson Essential Question(s): How can I apply what I have learned about fiction and nonfiction texts to a study of WWII and Lord of the Flies? (ET)</p>
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<p>Vocabulary:</p>	<p>Vocabulary: expository, thesis statement , supporting evidence , transitions, prewriting, editing, proofreading, publishing</p>	<p>Vocabulary:</p>
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Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Additional Information:

Short stories from literature textbook will be used and will be supplemented with applicable materials in the World Literature genre. Students will plan, write, edit, proofread, and publish at least one five paragraph essay in MLA format.

Attached Document(s):

Vocab Report for Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Concept: Theme in Fiction and Central Idea in Nonfiction

fiction -
nonfiction -
character -
conflict (internal and external)
-
point of view
-
setting -
theme -
central idea
-
short stories
-
novels -
novellas -
functional texts
-
literary nonfiction
-
reports -
newsletters -
online reference sources
-
personal narratives
-
biographies -
essays -
implied theme
-
thesis statement
-
author's purpose (inform, persuade, entertain)
-
topic sentence
-
title -
symbol -
statements -
observations -
plot -
fact -
opinion -
anecdote -
analogy -

Concept: Make Predictions, Plot and Foreshadowing, Author's Perspective

Vocab Report for Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

exposition
-
rising action
-
climax -
falling action
-
resolution -
foreshadowing -
flashback -
prediction -
prior knowledge
-
perspective -
text structure
-

Concept: Analyzing Structure and Format

structure -
format -
main heading
-
subheading -
bold or italic text
-
illustration or graphics
-

Concept: Comparing Style, Author's Purpose

style -
diction -
syntax -
connotation -
denotation -
sentence structure
-

Concept: Cause and Effect, Conflict and Resolution

external conflict
-
internal conflict
-
resolution -
suspense -
cause -
effect -

Vocab Report for Topic: 1: Fiction and Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

key details

-

Concept: Comparing Irony and Paradox

irony

-

situational irony

-

verbal irony

-

dramatic irony

-

paradox -

Concept: Writing an Expository Essay

expository -

thesis statement

-

supporting evidence

-

transitions -

prewriting -

editing -

proofreading -

publishing -

Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

Key Learning: A story's structure is the way in which the events of the plot unfold and the reader learns about characters and situations.

Characters set the plot of a story in motion.

Characters can be classified according to the manner in which they are portrayed.

Characterization is the method by which an author develops a character.

Story structure is the way in which events, characters, and situations are introduced and developed.

Characters develop as a story progresses. Narrative structure organizes events and affects the reader's experience.

Setting may affect a story's plot.

A well-described setting helps readers understand the time and place of the action in a story.

Through analysis, evaluation, and elaboration, a reader can extend ideas presented in informational texts.

The author's choice of point of view affects the impact of the story on the reader.

To express a theme, a writer may directly state the theme of the work, or create patterns of story elements to suggest a larger meaning.

A story in which all characters, settings, events, and actions are clearly symbolic is called an allegory.

To draw a conclusion about the meaning of a symbol, identify patterns that suggest its larger meaning.

Paraphrasing helps to clarify meaning in a text so that a reader can determine main idea and better understand how an author introduces, develops, and connects related ideas.

Tone is the writer's attitude toward his subject or audience.

Tone may be affected by the author's cultural experiences.

Tone may be conveyed by the details the writer chooses to include, the diction the writer uses, or in direct statements of the writer's feelings.

All of the elements of a short story contribute to its deeper meaning, or theme.

MLA formatting will continue to be used in English classes.

A narrative includes the elements of a short story with a clear theme.

It is important to plan, write, edit, and proofread before you publish writing.

A culminating short story can be analyzed for key ideas and details, craft and structure, and integration of ideas from this unit.

There are many nonfiction texts that can be studied to assist in deeper understanding of a culminating short story.

Unit Essential Question(s):

How do the elements of a short story contribute to its theme?



Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Character Development and Story Structure</p> <p>1. All of the elements of a short story contribute to its deeper meaning, or theme. 2. A story's structure is the way in which the events of the plot unfold and the reader learns about characters and situations. 3. Characters set the plot of a story in motion.</p>	<p>Concept: Making Inferences, Character and Characterization</p> <p>1. Characters can be classified according to the manner in which they are portrayed. 2. Characterization is the method by which an author develops a character. 3. Story structure is the way in which events, characters, and situations are introduced and developed. 4. Characters develop as a story progresses. Narrative structure organizes events and affects the reader's experience.</p>	<p>Concept: Setting</p> <p>1. Setting may affect a story's plot. 2. A well-described setting helps readers understand the time and place of the action in a story.</p>
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<p>Lesson Essential Question(s): How do characters provide the moving force in short stories? (A)</p> <p>How does the author's choice of structure introduce and develop events, characters, and situations in a short story? (A)</p>	<p>Lesson Essential Question(s): How do writers use characterization to bring characters to life? (A)</p> <p>How does making inferences help a reader to understand characters in a story? (A)</p>	<p>Lesson Essential Question(s): How does setting shape a story? (A)</p>
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<p>Vocabulary: character (flat, stock, round, complex, static, dynamic) , characterization (basic introduction) , motivation, parallel plots , pacing (slow and fast) , narrative effects</p>	<p>Vocabulary: characterization (direct and indirect) , dialogue, character development , inference</p>	<p>Vocabulary: setting, description</p>
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<p>Concept: Analyzing Text to Extend Ideas</p> <p>1. Through analysis, evaluation, and elaboration, a reader can extend ideas presented in informational texts.</p>	<p>Concept: Comparing Points of View</p> <p>1. Setting may affect a story's plot. 2. A well-described setting helps readers understand the time and place of the action in a story. 3. Through analysis, evaluation, and elaboration, a reader can extend ideas presented in informational texts. 4. The author's choice of point of view affects the impact of the story on the reader.</p>	<p>Concept: Draw Conclusions, Theme</p> <p>1. To express a theme, a writer may directly state the theme of the work, or create patterns of story elements to suggest a larger meaning.</p>
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<p>Lesson Essential Question(s): What analysis, evaluation, and elaboration questions can I ask to extend the ideas presented in an informational text? (A)</p>	<p>Lesson Essential Question(s): What is the impact of the author's choice of point of view? (A)</p>	<p>Lesson Essential Question(s): How does an author express a theme? (A)</p>
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<p>Vocabulary: analysis , evaluation, elaboration, making connections , questioning, important ideas</p>	<p>Vocabulary: first person point of view , third person point of view , naive first person narrator , omniscient narrator , limited narrator , dramatic irony</p>	<p>Vocabulary: theme, philosophical assumption , draw a conclusion</p>
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Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Symbolism and Allegory</p> <p>1. A story in which all characters, settings, events, and actions are clearly symbolic is called an allegory. 2. To draw a conclusion about the meaning of a symbol, identify patterns that suggest its larger meaning.</p>	<p>Concept: Paraphrasing to Connect Ideas</p> <p>1. Paraphrasing helps to clarify meaning in a text so that a reader can determine main idea and better understand how an author introduces, develops, and connects related ideas.</p>	<p>Concept: Comparing Tone</p> <p>1. Tone is the writer's attitude toward his subject or audience. 2. Tone may be affected by the author's cultural experiences. 3. Tone may be conveyed by the details the writer chooses to include, the diction the writer uses, or in direct statements of the writer's feelings.</p>
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<p>Lesson Essential Question(s): How does the use of symbolism create an allegory? (A)</p>	<p>Lesson Essential Question(s): How can paraphrasing ideas help to better analyze a them? (A)</p>	<p>Lesson Essential Question(s): How does a writer convey tone in fiction and nonfiction? (A)</p>
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<p>Vocabulary: symbolism, allegory, draw a conclusion , identify patterns</p>	<p>Vocabulary: paraphrase, connect, synthesize, primary source</p>	<p>Vocabulary: tone, voice, persona, cultural experiences , diction</p>
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<p>Concept: Short Story Review and Test</p>	<p>Concept: Writing a Narrative</p> <p>1. MLA formatting will continue to be used in English classes. 2. A narrative includes the elements of a short story with a clear theme. 3. It is important to plan, write, edit, and proofread before you publish writing.</p>	<p>Concept: Reading Complex Texts</p> <p>1. "The Pit and the Pendulum" by Edgar Allan Poe can be analyzed for key ideas and details, craft and structure, and integration of ideas from this unit. 2. There are many nonfiction texts that can be studied to assist in deeper understanding of "The Pit and the Pendulum."</p>
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<p>Lesson Essential Question(s): How do the elements of a short story contribute to its theme? (A)</p>	<p>Lesson Essential Question(s): How do I plan, write, proofread, edit, and publish a narrative? (A)</p>	<p>Lesson Essential Question(s): How can I apply what I have learned about short stories to reading a short story? (ET)</p>
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<p>Vocabulary:</p>	<p>Vocabulary: transitions, prewriting, editing, proofreading, publishing</p>	<p>Vocabulary:</p>
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Additional Information:
Short stories from literature textbook will be used and will be supplemented with applicable materials in the World Literature genre. Students will plan, write, edit, proofread, and publish at least one five paragraph essay in MLA format.

Attached Document(s):

Vocab Report for Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

Concept: Character Development and Story Structure

character (flat, stock, round, complex, static, dynamic)

-

characterization (basic introduction)

-

motivation -

parallel plots

-

pacing (slow and fast)

-

narrative effects

-

Concept: Making Inferences, Character and Characterization

characterization (direct and indirect)

-

dialogue -

character development

-

inference -

Concept: Setting

setting -

description -

Concept: Analyzing Text to Extend Ideas

analysis

-

evaluation -

elaboration -

making connections

-

questioning -

important ideas

-

Concept: Comparing Points of View

first person point of view

-

third person point of view

-

naive first person narrator

Vocab Report for Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

- omniscient narrator
- limited narrator
- dramatic irony
-

Concept: Draw Conclusions, Theme

- theme - philosophical assumption
- draw a conclusion
-

Concept: Symbolism and Allegory

- symbolism -
- allegory -
- draw a conclusion
-
- identify patterns
-

Concept: Paraphrasing to Connect Ideas

- paraphrase -
- connect -
- synthesize -
- primary source
-

Concept: Comparing Tone

- tone -
- voice -
- persona -
- cultural experiences
-
- diction -

Concept: Writing a Narrative

- transitions -
- prewriting -
- editing -

Vocab Report for Topic: 2: Short Stories

Days: 15

Subject(s): English Language Arts

Grade(s): 10th

proofreading -

publishing -

Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Key Learning: Essays and speeches express an author's point of view about a single topic.

The elements of essays and speeches are: author's purpose, central idea, point of view, structure, style, rhetoric, and tone.

There are five types of essays: expository, persuasive, reflective, narrative, and descriptive.

There are six types of speeches: address, lecture, talk, sermon, presentation, and extemporaneous.

Writers use a variety of techniques to develop and support the central ideas in their essays and speeches.

Some of the details that support an author's claims are facts, statistics, descriptions, examples, reasons, and expert opinions.

Authors organize ideas to emphasize connections among them.

Common rhetorical devices are repetition, parallel structure, restatement, rhetorical questions, and analogies.

Authors use imagery, figurative language, and figures of speech to invigorate their writing.

Analyzing literary nonfiction involves determining the author's point of view and evaluating the development of ideas within a work.

An expository essay is a brief nonfiction work in which an author informs by explaining, defining, or interpreting an idea.

Diction sets one expository essay off from another.

To fully understand an essay, analyze central ideas and supporting details.

A reflective essay: a) introduces and develops reflections about an event, a time period, or an idea from an author; b) weaves a connection between personal experience and a point of general interest; or c) reflects on a specific object, scene, occasion, place, or idea.

To fully understand an essay, analyze central ideas and supporting details.

A reader can better understand technical directions by analyzing the format of the text, critiquing the logic of the document by analyzing the sequence, and then asking questions.

In a humorous essay or speech, a writer may use techniques such as hyperbole, understatement, or diction to present a subject in an amusing, unexpected way.

Persuasive writers use arguments and rhetorical devices to convince people to take a particular action or position.

An analytic essay is a brief work of nonfiction in which a writer explores an idea or claim by breaking it into parts.

To bring readers to accept an analysis, a writer may build in appeals to authority, reason, appeals to reason, emotional appeals, or appeals to shared values.

To evaluate a writer's appeals, distinguish between fact and opinion.

To analyze text structures, it can help to scan titles and skim the document to determine the sequence of information.

Common text structures are cause and effect, chronological order, comparison and contrast, list, order of importance, and spatial order.

An author may have more than one purpose for writing, but generally, one purpose is most important.

How can I apply what I have learned about nonfiction to a study of *Night*?

MLA formatting will continue to be used in English classes.

A persuasive essay includes a thesis statement, an effective and logical method of organization, well-chosen supporting evidence, arguments, and examples, transitions, and error-free grammar.

It may also include in-text citations and a works cited page.

It is important to plan, write, edit, and proofread before you publish writing.



Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Unit Essential Question(s):

What knowledge can I gain from reading nonfiction?



Concept:

Author's Point of View and Development of Ideas

1. Essays and speeches express an author's point of view about a single topic.
2. The elements of essays and speeches are: author's purpose, central idea, point of view, structure, style, rhetoric, and tone.
3. There are five types of essays: expository, persuasive, reflective, narrative, and descriptive.
4. There are six types of speeches: address, lecture, talk, sermon, presentation, and extemporaneous.
5. Writers use a variety of techniques to develop and support the central ideas in their essays and speeches.
6. Some of the details that support an author's claims are facts, statistics, descriptions, examples, reasons, and expert opinions.
7. Authors organize ideas to emphasize connections among them.
8. Common rhetorical devices are repetition, parallel structure, restatement, rhetorical questions, and analogies.
9. Authors use imagery, figurative language, and figures of speech to invigorate their writing.
10. Analyzing literary nonfiction involves determining the author's point of view and evaluating the development of ideas within a work.



Lesson Essential Question(s):
What is involved in analyzing literary nonfiction? (A)

Lesson Essential Question(s):
How does a reader analyze an expository essay? (A)

Lesson Essential Question(s):
How does a reader analyze a reflective essay? (A)
(ET)



Vocabulary:

- author's purpose
- , central idea
- , point of view
- , structure, style, rhetoric, tone, expository essay
- , persuasive essay
- , reflective essay
- , narrative essay
- , descriptive essay
- , address, lecture, talk, sermon, presentation, extemporaneous speech
- , facts, statistics, descriptions, examples, reasons, expert opinions
- , repetition, parallel structure
- , restatement, rhetorical questions
- , analogies, imagery, figurative language
- , figures of speech

Vocabulary:

- diction, tone, central ideas

Vocabulary:

- reflective essay
- , central ideas
- , main ideas
- , supporting details

Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Follow and Critique Technical Directions</p> <p>1. A reader can better understand technical directions by analyzing the format of the text, critiquing the logic of the document by analyzing the sequence, and then asking questions.</p>	<p>Concept: Comparing Humorous Writing</p> <p>1. In a humorous essay or speech, a writer may use techniques such as hyperbole, understatement, or diction to present a subject in an amusing, unexpected way.</p>	<p>Concept: Evaluate Persuasion, Persuasive Writing, and Rhetorical Devices</p> <p>1. Persuasive writers use arguments and rhetorical devices to convince people to take a particular action or position.</p>
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<p>Lesson Essential Question(s): How do I analyze a functional text? (A)</p>	<p>Lesson Essential Question(s): What techniques does a writer use to create humor? (A)</p>	<p>Lesson Essential Question(s): What techniques does a writer use to persuade readers? (A)</p>
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<p>Vocabulary: logic, sequence, technical directions</p>	<p>Vocabulary: hyperbole, understatement, diction, connotation</p>	<p>Vocabulary: persuasive, arguments, rhetorical devices , repetition, parallelism, slogans and saws , rhetorical questions</p>
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<p>Concept: Evaluate Persuasion, Analytic and Interpretive Essays</p> <p>1. An analytic essay is a brief work of nonfiction in which a writer explores an idea or claim by breaking it into parts. 2. To bring readers to accept an analysis, a writer may build in appeals to authority, reason, appeals to reason, emotional appeals, or appeals to shared values. 3. To evaluate a writer's appeals, distinguish between fact and opinion.</p>	<p>Concept: Analyze Text Structures</p> <p>1. To analyze text structures, it can help to scan titles and skim the document to determine the sequence of information. 2. Common text structures are cause and effect, chronological order, comparison and contrast, list, order of importance, and spatial order.</p>	<p>Concept: Comparing Author's Purposes</p> <p>1. An author may have more than one purpose for writing, but generally, one purpose is most important. 2. How can I apply what I have learned about nonfiction to a study of <i>Night</i>?</p>
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<p>Lesson Essential Question(s): How do I evaluate an analytic or interpretive essay? (A)</p>	<p>Lesson Essential Question(s): How do authors structure and format expository and functional texts in order to help achieve their purposes? (A)</p>	<p>Lesson Essential Question(s): How do I determine the author's most important purpose? (A)</p>
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<p>Vocabulary: analytic essay , interpretive essay , appeals, fact, opinion</p>	<p>Vocabulary: structure and format , scan, author's purpose , critique, skimming, sequence, cause and effect , chronological order , comparison and contrast , list, order of importance , spatial order</p>	<p>Vocabulary:</p>
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Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Write a Persuasive Essay</p> <p>1. MLA formatting will continue to be used in English classes. 2. A persuasive essay includes a thesis statement, an effective and logical method of organization, well-chosen supporting evidence, arguments, and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page. 3. It is important to plan, write, edit, and proofread before you publish writing.</p>	<p>Concept: Types of Nonfiction Review and Test</p>
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<p>Lesson Essential Question(s): How do I plan, write, edit, proofread, and publish a persuasive essay? (A)</p> <p>(ET)</p>	<p>Lesson Essential Question(s): What knowledge can I gain from reading nonfiction? (ET)</p>
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<p>Vocabulary: thesis statement , argument, persuasive, transitions, edit, proofread, publish, evidence</p>	<p>Vocabulary:</p>
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Additional Information:
 Nonfiction from literature textbook will be used and will be supplemented with applicable materials in the World Literature genre. Students will plan, write, edit, proofread, and publish at least one five paragraph essay in MLA format.

Attached Document(s):

Vocab Report for Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

Concept: Author's Point of View and Development of Ideas

author's purpose

-

central idea

-

point of view

-

structure -

style -

rhetoric -

tone -

expository essay

-

persuasive essay

-

reflective essay

-

narrative essay

-

descriptive essay

-

address -

lecture -

talk -

sermon -

presentation -

extemporaneous speech

-

facts -

statistics -

descriptions -

examples -

reasons -

expert opinions

-

repetition -

parallel structure

-

restatement -

rhetorical questions

-

analogies -

imagery -

figurative language

-

figures of speech

-

Concept: Main Idea, Expository Essay

Vocab Report for Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

- diction -
- tone -
- central ideas
-

Concept: Main Idea, Reflective Essay

- reflective essay
-
- central ideas
-
- main ideas
-
- supporting details
-

Concept: Follow and Critique Technical Directions

- logic -
- sequence -
- technical directions
-

Concept: Comparing Humorous Writing

- hyperbole -
- understatement -
- diction -
- connotation -

Concept: Evaluate Persuasion, Persuasive Writing, and Rhetorical Devices

- persuasive -
- arguments -
- rhetorical devices
-
- repetition -
- parallelism -
- slogans and saws
-
- rhetorical questions
-

Concept: Evaluate Persuasion, Analytic and Interpretive Essays

- analytic essay
-

Vocab Report for Topic: 3: Types of Nonfiction

Days: 16

Subject(s): English Language Arts

Grade(s): 10th

interpretive essay

-

appeals -

fact -

opinion -

Concept: Analyze Text Structures

structure and format

-

scan -

author's purpose

-

critique -

skimming -

sequence -

cause and effect

-

chronological order

-

comparison and contrast

-

list -

order of importance

-

spatial order

-

Concept: Write a Persuasive Essay

thesis statement

-

argument -

persuasive -

transitions -

edit -

proofread -

publish -

evidence -

Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

Key Learning: Poetry combines structural elements with concise, musical, and emotionally charged language to express multiple layers of meaning.

To fully understand a poem, consider the voice of the speaker as well as the literal and figurative meanings of words.

Meter, sound devices, and language combine to express the meaning and tone of a poem.

In poetry, the speaker is the voice that says the words of the poem.

Poems have qualities that set them apart as a distinct form.

All forms of poetry may contain imagery as well as figurative language.

To unify sounds in a poem, a poet may follow a poetic form.

Each poetic form uses a distinctive meter and pattern of rhymes.

Tanka is a five-line, unrhymed Japanese form.

A sonnet is a fourteen-line form with a specific line count, rhyme scheme, and rhythmic pattern.

Quatrains are groups of four lines.

A couplet is a pair of rhymed lines.

A villanelle is a nineteen-line form with a pattern of repeated lines and a specific rhyme scheme.

The overall feeling or impression conveyed by a poem can be affected by tone and mood.

By making unexpected and surprising comparisons, figurative language in poetry helps the reader to think about familiar ideas in new ways. This makes it an important source of imagery in poetry.

Common figurative language includes simile, metaphor, and personification.

Sound devices can add to the mood of a poem, imitate the sound of events, or reflect a poem's meaning.

Common sound devices are alliteration, assonance, consonance, and onomatopoeia.

Poems of different forms can have similar themes.

MLA formatting will continue to be used in English classes.

Students will write an expository, persuasive, or narrative essay. If applicable, it will include a thesis statement, an effective and logical method of organization, well-chosen supporting evidence and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page

It is important to plan, write, edit, and proofread before you publish writing.



Unit Essential Question(s):

What information does poetry convey?









Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Determining Meaning and Tone</p> <ol style="list-style-type: none"> Poetry combines structural elements with concise, musical, and emotionally charged language to express multiple layers of meaning. To fully understand a poem, consider the voice of the speaker as well as the literal and figurative meanings of words. Meter, sound devices, and language combine to express the meaning and tone of a poem. 	<p>Concept: The Speaker in Poetry</p> <ol style="list-style-type: none"> In poetry, the speaker is the voice that says the words of the poem. Poems have qualities that set them apart as a distinct form. All forms of poetry may contain imagery as well as figurative language. 	<p>Concept: Poetic Forms</p> <ol style="list-style-type: none"> To unify sounds in a poem, a poet may follow a poetic form. Each poetic form uses a distinctive meter and pattern of rhymes. Tanka is a five-line, unrhymed Japanese form. A sonnet is a fourteen-line form with a specific line count, rhyme scheme, and rhythmic pattern. Quatrains are groups of four lines. A couplet is a pair of rhymed lines. A villanelle is a nineteen-line form with a pattern of repeated lines and a specific rhyme scheme.
		
<p>Lesson Essential Question(s): How do I determine meaning and tone in a poem? (A)</p>	<p>Lesson Essential Question(s): How does the speaker of the poem affect its tone? (A)</p>	<p>Lesson Essential Question(s): What qualities set poetry apart as a distinct form? (A)</p>
		
<p>Vocabulary: structure, meter, stanzas, feet, scanning, iambic tetrameter , iambic pentameter , enjambment, sound, free verse , rhyme, end rhyme , internal rhyme , rhyme scheme , slant rhyme , rhyming couplet , alliteration, assonance, consonance, onomatopoeia, voice, speaker, tone, denotation, connotation, sensory details , simile, metaphor, personification, hyperbole, narrative poetry , formal verse , epic poem , ballad, dramatic poetry , lyric poetry , odes, elegies, sonnets, haiku, tanka</p>	<p>Vocabulary: speaker, narrative poetry , lyric poetry , figurative language , imagery</p>	<p>Vocabulary: poetic form , meter, rhyme, tanka, sonnet, quatrains, couplet, villanelle</p>

Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

<p>Concept: Comparing Tone and Mood</p> <p>1. The overall feeling or impression conveyed by a poem can be affected by tone and mood.</p>	<p>Concept: Figurative Language</p> <p>1. By making unexpected and surprising comparisons, figurative language in poetry helps the reader to think about familiar ideas in new ways. This makes it an important source of imagery in poetry. 2. Common figurative language includes simile, metaphor, and personification.</p>	<p>Concept: Sound Devices</p> <p>1. Sound devices can add to the mood of a poem, imitate the sound of events, or reflect a poem's meaning. 2. Common sound devices are alliteration, assonance, consonance, and onomatopoeia.</p>
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<p>Lesson Essential Question(s): How do I determine tone and mood in a poem? (A)</p>	<p>Lesson Essential Question(s): Why is the use of figurative language in poetry important? (A)</p>	<p>Lesson Essential Question(s): How do poets use sound devices to create a mood or emphasize their ideas? (A)</p>
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<p>Vocabulary: tone, mood</p>	<p>Vocabulary: simile, metaphor, personification</p>	<p>Vocabulary: sound devices, alliteration, assonance, consonance, onomatopoeia</p>
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<p>Concept: Comparing Theme</p> <p>1. Poems of different forms can have similar themes.</p>	<p>Concept: Writing an Expository, Persuasive, or Narrative Essay</p> <p>1. MLA formatting will continue to be used in English classes. 2. Students will write an expository, persuasive, or narrative essay. If applicable, it will include a thesis statement, an effective and logical method of organization, well-chosen supporting evidence and examples, transitions, and error-free grammar. It may also include in-text citations and a works cited page 3. It is important to plan, write, edit, and proofread before you publish writing.</p>	<p>Concept: Poetry Review and Test</p>
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<p>Lesson Essential Question(s): How can poems of different forms have similar themes? (A)</p>	<p>Lesson Essential Question(s): How do I write an essay about poetry? (ET)</p>	<p>Lesson Essential Question(s): What information does poetry convey? (A)</p>
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<p>Vocabulary: theme</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>
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Additional Information:
Poetry from the literature textbook will be used and will be supplemented with applicable materials in the World Literature genre. Students will plan, write, edit, proofread, and publish at least one five paragraph essay in MLA format.

Attached Document(s):

Vocab Report for Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

Concept: Determining Meaning and Tone

structure -
meter -
stanzas -
feet -
scanning -
iambic tetrameter
-
iambic pentameter
-
enjambment -
sound -
free verse
-
rhyme -
end rhyme
-
internal rhyme
-
rhyme scheme
-
slant rhyme
-
rhyming couplet
-
alliteration -
assonance -
consonance -
onomatopoeia -
voice -
speaker -
tone -
denotation -
connotation -
sensory details
-
simile -
metaphor -
personification -
hyperbole -
narrative poetry
-
formal verse
-
epic poem
-
ballad -
dramatic poetry
-
lyric poetry

Vocab Report for Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

-
odes -
elegies -
sonnets -
haiku -
tanka -

Concept: The Speaker in Poetry

speaker -
narrative poetry
-
lyric poetry
-
figurative language
-
imagery -

Concept: Poetic Forms

poetic form
-
meter -
rhyme -
tanka -
sonnet -
quatrains -
couplet -
villanelle -

Concept: Comparing Tone and Mood

tone -
mood -

Concept: Figurative Language

simile -
metaphor -
personification -

Concept: Sound Devices

sound devices
-
alliteration -
assonance -

Vocab Report for Topic: 4: Poetry

Days: 11

Subject(s): English Language Arts

Grade(s): 10th

consonance -

onomatopoeia -

Concept: Comparing Theme

theme -

Topic: 5: Drama

Days: 13

Subject(s): English Language Arts

Grade(s): 10th

Key Learning: Shakespeare's tragedies are plays that tell of a reversal of fortune, from good to bad, experienced by a man or woman, usually of noble birth.

Shakespeare's tragedies have these distinct features: historical characters, hero with a tragic flaw, internal conflict, supporting roles with comic relief, and a specific structure.

Shakespeare structured his tragedies with a specific plot - Act I is the exposition, Act II is the rising action, Act III contains the crisis, Act IV is the falling action, Act V contains the climax and the catastrophe.

The concepts found in *Julius Caesar* can be analyzed: Character Development, Conflict, Theme, Protagonist and Antagonist, Greek Tragedy, Comparing Universal and Culturally Specific Themes, Shakespeare's Tragedies, Blank Verse Analyze Imagery, Dramatic Speeches, Internal and External Conflict, Compare and Contrast Characters, Tragic Heroes, Comparing Character Motivation.

Writing a research paper requires knowledge of MLA formatting, planning, writing, proofreading, editing, and the techniques of good writing.

Unit Essential Question(s):

How does *Julius Caesar* fit the form of a Shakespearean tragedy?

<p>Concept: Shakespearean Tragedy</p> <p>1. Shakespeare's tragedies are plays that tell of a reversal of fortune, from good to bad, experienced by a man or woman, usually of noble birth.</p> <p>2. Shakespeare's tragedies have these distinct features: historical characters, hero with a tragic flaw, internal conflict, supporting roles with comic relief, and a specific structure.</p> <p>3. Shakespeare structured his tragedies with a specific plot - Act I is the exposition, Act II is the rising action, Act III contains the crisis, Act IV is the falling action, Act V contains the climax and the catastrophe.</p>	<p>Concept: Concepts in Julius Caesar</p> <p>1. The concepts found in <i>Julius Caesar</i> can be analyzed: Character Development, Conflict, Theme, Protagonist and Antagonist, Greek Tragedy, Comparing Universal and Culturally Specific Themes, Shakespeare's Tragedies, Blank Verse Analyze Imagery, Dramatic Speeches, Internal and External Conflict, Compare and Contrast Characters, Tragic Heroes, Comparing Character Motivation.</p>	<p>Concept: Writing a Research Paper</p> <p>1. Writing a research paper requires knowledge of MLA formatting, planning, writing, proofreading, editing, and the techniques of good writing.</p>
<p>Lesson Essential Question(s): What makes a Shakespearean Tragedy? (A)</p>	<p>Lesson Essential Question(s): What concepts are found in Julius Caesar? (A)</p>	<p>Lesson Essential Question(s): How do I write a research paper? (A)</p>
<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>

Topic: 5: Drama

Days: 13

Subject(s): English Language Arts

Grade(s): 10th

Additional Information:

The culminating activity is a 4 page research paper containing at least 4 sources in MLA format.

Attached Document(s):

Topic: 6: World Literature

Days: 9

Subject(s): English Language Arts

Grade(s): 10th

Key Learning: The cultures, people, and history of a region shape the literature it produces.

Each region has major literary figures and pieces.

Authors use different techniques to create their literature. Specific forms are often found in certain regions.

Different authors from different cultural backgrounds express similar human themes and ideas.



Unit Essential Question(s): **Why do different authors from different cultural backgrounds express similar human themes and ideas?**

Concept: Latin and Central America	Concept: Asia	Concept: Africa and the Middle East
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Lesson Essential Question(s): What are the major literary figures and pieces of Latin and Central America? (A) Are specific literary techniques commonly found in Latin and Central American literature? (A)	Lesson Essential Question(s): What are the major literary figures and pieces of Asia? (A) Are specific literary techniques commonly found in Asian literature? (A)	Lesson Essential Question(s): What are the major literary figures and pieces of Africa and the Middle East? (A) Are specific literary techniques commonly found in African and Middle Eastern literature? (A)
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Vocabulary:	Vocabulary:	Vocabulary:
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Concept: Russia	Concept: Research Paper
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Lesson Essential Question(s): What are the major literary figures and pieces of Russia? (A) Are specific literary techniques commonly found in Russian literature? (A)	Lesson Essential Question(s): Why do different authors from different cultural backgrounds express similar human themes and ideas? (A)
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Vocabulary:	Vocabulary:
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Topic: 6: World Literature

Days: 9

Subject(s): English Language Arts

Grade(s): 10th

Additional Information:

The culminating activity of this unit will be a research paper of at least 4 pages with at least 4 sources in MLA format.

Attached Document(s):

