English 10 Syllabus

Certificated Teacher:	Date: 2017-2018

Desired Results

Course Title/Grade Level: SVL English 10A and 10B

Credit: _____ one semester (.5)   __x___ two semesters (1)

Estimate of hours per week engaged in learning activities
5 hours of class work per week.

Prerequisites and/or recommended preparation:
9th grade English or 9th grade Honors English

Instructional Materials
All learning activity resources and folders are contained within the student online course. Online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website address. No additional textbooks or materials.

Course Overview:
English 10 is a continuation and refinement of skills from the 9th grade. English 10 A&B will further challenge sophomores in the language arts. Grammar usage and a variety of writing are included. Writing strategies and skills will make up the writing strand. Students will read a variety of texts, practicing and further exploring and refining the skills of careful readers, including marking and annotating texts. Units are thematic, focusing on the power and significance of culture and community in our world, and include reading in fiction and non-fiction, short story, novel, drama, and poetry. To achieve long-term impact, Sophomore English is designed to build learning around the following enduring understandings:

- **Cultural identification is one way you create a sense of self in the world.**
- **Cultural background and experiences create a perspective from which you understand yourself, others, and the world.**
- **Each of us belongs to different and often overlapping groups and subcultures that shape and influence our perceptions of the world around us.**
- **Storytelling carries vital information about our cultures, histories and heritages.**
- **Writing is an effective means of communicating information.**
- **Writing communicates more than just information.**
- **Different formats of writing require different skills for clarity and intent.**
- **Careful, active, dedicated readers become better writers**
- **Voice is the unique style by which we express our identity in speaking and writing.**
- **Voice conveys attitude, personality, and experiences.**
- **We all have many voices that are influenced by the cultures with which we identify.**

List external resources and include cost for each.
Things Fall Apart by Chinua Achebe. Available through your home school, the library or local/online

bookstores. Used in Unit 3, which begins at the start of semester two.

Enduring Understandings for Course:

Establish Goals:
- To examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre)
- To apply analytical, critical, creative, and reflective strategies to published, personal, and peer-generated texts
- To develop speaking and listening skills that build capacity for effective communication
- To recognize how we define ourselves as individuals through our interactions with external cultural forces
- To understand and apply the basic elements of argument
- To recognize the role that culture plays in defining ourselves as individuals
- To identify and understand significant cultural conversations within a variety of media sources
- To apply the appropriate conventions and elements of a synthesis essay
- To analyze character relationships and motives in a literary work
- To apply academic writing skills to a literary analysis
- To research and make connections between one's culture and the culture of another time and place
- To examine perspectives of justice across cultures and over time
- To recognize effective elements of persuasion
- To create a persuasive piece
- To rehearse and present a dramatic interpretation
- To examine how nonfiction texts (both print and nonprint) construct our perceptions of what is true
- To analyze how writers and speakers use evidence to impact the persuasiveness of a claim
- To examine how perceptions of a writer's or speaker's ethics affect the credibility of a text or its author
- To explore a complex issue from multiple perspectives and to work with peers to present a mediated solution
To reflect on academic strengths and identify areas for further development

Standards:
Communication

* 3.1.1.a - Determines the topic and the audience selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).
# Writing
* 1.1.1.c - Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.
* 1.2.1.d - Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.
* 1.4.1.c - Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).
* 1.5.1.c - Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document).
* 1.5.1.d - Publishes using visual and dramatic presentations (e.g., debate, mock election,

monologue).
  * 3.1.1.b - Selects specific details relevant to the topic to extend ideas or develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other).
              * 3.2.3.d - Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.
      o 4 - The student analyzes and evaluates the effectiveness of written work.
          + 4.1 - Analyzes and evaluates others' and own writing.
              # 4.1.1 - Analyzes and evaluates writing using established criteria.
                  * 4.1.1.a - Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).
              # 4.1.2 - Analyzes and evaluates own writing using established criteria.
                  * 4.1.2.c - Uses criteria to choose and defend choices for a writing portfolio.
                  * 4.1.2.d - Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).
U1EA2
Communication

  * Grades: 9-10
      o 3 - The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.
          + 3.1 - Uses knowledge of topic/theme, audience, and purpose to plan presentations.
              # 3.1.1 - Applies skills to plan effective oral communication and presentation.
                  * 3.1.1.a - Determines the topic and the audience selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).

Writing

  * Grades: 9-10
      o 1 - The student understands and uses a writing process.
          + 1.1 - Prewrites to generate ideas and plan writing.
              # 1.1.1 - Analyzes and selects effective strategies for generating ideas and planning writing.
                  * 1.1.1.c - Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.
          + 1.2 - Produces draft(s).
              # 1.2.1 - Analyzes task and composes multiple drafts when appropriate.
                  * 1.2.1.a - Refers to prewriting plan.
                  * 1.2.1.b - Drafts according to audience, purpose, and time.
                  * 1.2.1.d - Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.
          + 1.3 - Revises to improve text.
              # 1.3.1 - Revises text, including changing words, sentences, paragraphs, and ideas.
                  * 1.3.1.a - Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, "find-and-replace" or "track changes" functions of word processing program).
                  * 1.3.1.b - Rereads work several times and has a different focus for each reading (e.g., first reading - looking for the strength or effectiveness of an argument and organizational structure; second reading - considering appropriateness for audience and purpose; third reading

- looking for clarity of persuasive language).

         * 1.3.1.c - Decides if revision is warranted.

         * 1.3.1.f - Evaluates and justifies the choice to use feedback in revisions or not (e.g., "I didn't change my second example because...").

     + 1.6 - Adjusts writing process as necessary.

       # 1.6.1 - Applies understanding of the recursive nature of writing process.

         * 1.6.1.a - Revises at any stage of process.

         * 1.6.1.b - Edits as needed at any stage.

       # 1.6.3 - Uses knowledge of time constraints to adjust writing process.

         * 1.6.3.d - Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).

         * 1.6.3.e - Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).

   o 2 - The student writes in a variety of forms for different audiences and purposes.

     + 2.1 - Adapts writing for a variety of audiences.

       # 2.1.1 - Applies understanding of multiple and varied audiences to write effectively.

         * 2.1.1.a - Identifies an intended audience.

   o 3 - The student writes clearly and effectively.

     + 3.2 - Uses appropriate style.

       # 3.2.1 - Analyzes audience and purposes and uses appropriate voice.

         * 3.2.1.a - Writes with a clearly defined voice appropriate to audience.

         * 3.2.1.b - Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.

       # 3.2.2 - Analyzes and selects language appropriate for specific audiences and purposes.

         * 3.2.2.c - Uses the vernacular appropriately.

       # 3.2.3 - Uses a variety of sentences consistent with audience, purpose, and form.

         * 3.2.3.b - Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: "Fingers gripping the table, the student waited for the results.").

     + 3.3 - Knows and applies appropriate grade level writing conventions.

       # 3.3.3 - Applies capitalization rules.

         * 3.3.3.a - Uses capitalization rules from previous grades.

       # 3.3.4 - Applies punctuation rules.

         * 3.3.4.a - Uses punctuation rules from previous grades.

         * 3.3.4.e - Use appropriate punctuation when writing in other languages (e.g., René).

       # 3.3.5 - Applies usage rules.

         * 3.3.5.a - Applies usage rules from previous grades.

         * 3.3.5.c - Uses who vs. whom correctly.

         * 3.3.5.d - Uses that vs. which and that vs. who correctly.

   o 4 - The student analyzes and evaluates the effectiveness of written work.

     + 4.1 - Analyzes and evaluates others' and own writing.

       # 4.1.2 - Analyzes and evaluates own writing using established criteria.

         * 4.1.2.b - Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions).

U2 EA1

Communication

* Grades: 9-10
  o 1 - The student uses listening and observation skills and strategies to gain understanding.
    + 1.2 - Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
      # 1.2.1 - Evaluates effectiveness of and creates a personal response to visual and auditory information.
        * 1.2.1.b - Constructs personal meaning from visual and auditory information (e.g., Social Studies: the connection between the rhetoric of the leaders of independence movements in Africa with images of people living and working in these emerging nations).

Writing

* Grades: 9-10
  o 1 - The student understands and uses a writing process.
    + 1.1 - Prewrites to generate ideas and plan writing.
      # 1.1.1 - Analyzes and selects effective strategies for generating ideas and planning writing.
        * 1.1.1.c - Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.
    + 1.2 - Produces draft(s).
      # 1.2.1 - Analyzes task and composes multiple drafts when appropriate.
        * 1.2.1.b - Drafts according to audience, purpose, and time.
        * 1.2.1.d - Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.
    + 1.3 - Revises to improve text.
      # 1.3.1 - Revises text, including changing words, sentences, paragraphs, and ideas.
        * 1.3.1.a - Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, "find-and-replace" or "track changes" functions of word processing program).
        * 1.3.1.c - Decides if revision is warranted.
        * 1.3.1.f - Evaluates and justifies the choice to use feedback in revisions or not (e.g., "I didn't change my second example because...").
    + 1.4 - Edits text.
      # 1.4.1 - Edits for conventions (see 3.3).
        * 1.4.1.a - Identifies and corrects errors in conventions.
        * 1.4.1.c - Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).
    + 1.5 - Publishes text to share with audience.
      # 1.5.1 - Publishes in formats that are appropriate for specific audiences and purposes.
        * 1.5.1.a - Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper).
    + 1.6 - Adjusts writing process as necessary.
      # 1.6.1 - Applies understanding of the recursive nature of writing process.
        * 1.6.1.a - Revises at any stage of process.
        * 1.6.1.b - Edits as needed at any stage.
      # 1.6.3 - Uses knowledge of time constraints to adjust writing process.
        * 1.6.3.d - Decreases time for prewriting, drafting, revising, and editing when

working on in-class, on-demand pieces (e.g., essay exams).

                * 1.6.3.e - Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).

     o 2 - The student writes in a variety of forms for different audiences and purposes.

        + 2.1 - Adapts writing for a variety of audiences.

           # 2.1.1 - Applies understanding of multiple and varied audiences to write effectively.

              * 2.1.1.a - Identifies an intended audience.

              * 2.1.1.b - Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).

              * 2.1.1.d - Describes how a particular audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).

              * 2.1.1.e - Anticipates and addresses readers' questions or arguments.

     o 3 - The student writes clearly and effectively.

        + 3.1 - Develops ideas and organizes writing.

           # 3.1.1 - Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

              * 3.1.1.a - Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., "Obtaining a driver's license should not be tied to grades in school.").

           # 3.1.2 - Analyzes and selects effective organizational structures.

              * 3.1.2.c - Selects from a variety of ending/ conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).

              * 3.1.2.f - Selects and uses effective organizational patterns as determined by purpose:

                  o 3.1.2.f.1 - varied placement of thesis for effect

        + 3.2 - Uses appropriate style.

           # 3.2.1 - Analyzes audience and purposes and uses appropriate voice.

              * 3.2.1.a - Writes with a clearly defined voice appropriate to audience.

              * 3.2.1.b - Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.

           # 3.2.2 - Analyzes and selects language appropriate for specific audiences and purposes.

              * 3.2.2.c - Uses the vernacular appropriately.

           # 3.2.3 - Uses a variety of sentences consistent with audience, purpose, and form.

              * 3.2.3.b - Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: "Fingers gripping the table, the student waited for the results.").

              * 3.2.3.d - Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.

        + 3.3 - Knows and applies appropriate grade level writing conventions.

           # 3.3.3 - Applies capitalization rules.

              * 3.3.3.a - Uses capitalization rules from previous grades.

           # 3.3.4 - Applies punctuation rules.

              * 3.3.4.a - Uses punctuation rules from previous grades.

              * 3.3.4.e - Use appropriate punctuation when writing in other languages (e.g., René).

           # 3.3.5 - Applies usage rules.

              * 3.3.5.a - Applies usage rules from previous grades.

* 3.3.5.c - Uses who vs. whom correctly.
* 3.3.5.d - Uses that vs. which and that vs. who correctly.

U2 EA2
Communication

  * Grades: 9-10
    o 1 - The student uses listening and observation skills and strategies to gain understanding.
       + 1.2 - Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
          # 1.2.1 - Evaluates effectiveness of and creates a personal response to visual and auditory information.
             * 1.2.1.b - Constructs personal meaning from visual and auditory information (e.g., Social Studies: the connection between the rhetoric of the leaders of independence movements in Africa with images of people living and working in these emerging nations).

Writing

  * Grades: 9-10
    o 1 - The student understands and uses a writing process.
       + 1.1 - Prewrites to generate ideas and plan writing.
          # 1.1.1 - Analyzes and selects effective strategies for generating ideas and planning writing.
             * 1.1.1.c - Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.
       + 1.2 - Produces draft(s).
          # 1.2.1 - Analyzes task and composes multiple drafts when appropriate.
             * 1.2.1.a - Refers to prewriting plan.
             * 1.2.1.b - Drafts according to audience, purpose, and time.
       + 1.3 - Revises to improve text.
          # 1.3.1 - Revises text, including changing words, sentences, paragraphs, and ideas.
             * 1.3.1.a - Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, "find-and-replace" or "track changes" functions of word processing program).
       + 1.4 - Edits text.
          # 1.4.1 - Edits for conventions (see 3.3).
             * 1.4.1.a - Identifies and corrects errors in conventions.
             * 1.4.1.d - Proofreads final draft for errors.
       + 1.5 - Publishes text to share with audience.
          # 1.5.1 - Publishes in formats that are appropriate for specific audiences and purposes.
             * 1.5.1.c - Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document).
       + 1.6 - Adjusts writing process as necessary.
          # 1.6.1 - Applies understanding of the recursive nature of writing process.
             * 1.6.1.a - Revises at any stage of process.
             * 1.6.1.b - Edits as needed at any stage.

1.6.3 - Uses knowledge of time constraints to adjust writing process.

    * 1.6.3.d - Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).

o 2 - The student writes in a variety of forms for different audiences and purposes.

    + 2.1 - Adapts writing for a variety of audiences.

    # 2.1.1 - Applies understanding of multiple and varied audiences to write effectively.

    * 2.1.1.a - Identifies an intended audience.

    * 2.1.1.b - Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).

    * 2.1.1.d - Describes how a particular audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).

    * 2.1.1.e - Anticipates and addresses readers' questions or arguments.

o 3 - The student writes clearly and effectively.

    + 3.1 - Develops ideas and organizes writing.

    # 3.1.1 - Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

    * 3.1.1.a - Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., "Obtaining a driver's license should not be tied to grades in school.").

    * 3.1.1.c - Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument).

    # 3.1.2 - Analyzes and selects effective organizational structures.

    * 3.1.2.f - Selects and uses effective organizational patterns as determined by purpose:

        o 3.1.2.f.1 - varied placement of thesis for effect

    + 3.2 - Uses appropriate style.

    # 3.2.3 - Uses a variety of sentences consistent with audience, purpose, and form.

    * 3.2.3.b - Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: "Fingers gripping the table, the student waited for the results.").

    * 3.2.3.d - Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.

    + 3.3 - Knows and applies appropriate grade level writing conventions.

    # 3.3.3 - Applies capitalization rules.

    * 3.3.3.a - Uses capitalization rules from previous grades.

    # 3.3.4 - Applies punctuation rules.

    * 3.3.4.a - Uses punctuation rules from previous grades.

    * 3.3.4.e - Use appropriate punctuation when writing in other languages (e.g., René).

    # 3.3.7 - Applies paragraph conventions.

    * 3.3.7.b - Uses textual markers (e.g., page numbers, footnotes, space for pictures).

    # 3.3.8 - Applies conventional forms for citations.

    * 3.3.8.a - Cites sources according to prescribed format (e.g., MLA, APA, Turabian).

U3 EA1

Communication

  * Grades: 9-10
      o 1 - The student uses listening and observation skills and strategies to gain understanding.
          + 1.2 - Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
                # 1.2.1 - Evaluates effectiveness of and creates a personal response to visual and auditory information.
                      * 1.2.1.c - Critiques effectiveness of rhetorical information (e.g., peer presentations, political speeches and arguments).
      o 2 - The student uses communication skills and strategies to interact/work effectively with others.
          + 2.1 - Uses language to interact effectively and responsibly in a multicultural context.
                # 2.1.1 - Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.
                      * 2.1.1.a - Examines the situation and selects a common code for communication when a common code does not exist, using role play (e.g., gestures, sign language, language different from one's own, dialects, pictures).
          + 2.2 - Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
                # 2.2.1 - Uses communication skills that demonstrate respect.
                      * 2.2.1.c - Provides feedback to the speaker in role-play scenarios or classroom activities based on appropriate form of listening (e.g., enjoyment, active, critical, and/or empathetic listening).
          + 2.3 - Uses skills and strategies to communicate interculturally.
                # 2.3.2 - Creates personal intercultural communication norms to guide one's self in a diverse social system.
                      * 2.3.2.a - Develops a construct for how physical and human settings can affect communication (e.g., timing, social climate, customs, religion, social practices, politics, values, education).
      o 3 - The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.
          + 3.1 - Uses knowledge of topic/theme, audience, and purpose to plan presentations.
                # 3.1.1 - Applies skills to plan effective oral communication and presentation.
                      * 3.1.1.a - Determines the topic and the audience selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).
                      * 3.1.1.e - Uses logical, ethical, and emotional appeals to support the purpose.
          + 3.3 - Uses effective delivery.
                # 3.3.1 - Applies skills and strategies for the delivery of effective oral communication and presentations.
                      * 3.3.1.a - Makes necessary adjustment in delivery and language during presentations based on interpretation of verbal and nonverbal cues to reflect ongoing responsiveness to audience.
      o 4 - The student analyzes and evaluates the effectiveness of communication.
          + 4.1 - Assesses effectiveness of one's own and others' communication.
                # 4.1.1 - Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.
                      * 4.1.1.a - Articulates the qualities that make communication effective (e.g.,

body language, pace, volume, tone, expression).

                * 4.1.1.b - Seeks, considers, and uses feedback from a variety of sources to improve communication (e.g., teachers, peers, community members, and family members).

                * 4.1.1.c - Critiques style and content of own communication in public, group work, personal settings, and/or interviews.

                * 4.1.1.d - Justifies language and techniques used when deviating from established criteria (e.g., deliberate use of nonstandard English to create effect or appeal to audience).

                * 4.1.1.e - Weighs effect of presentation on audience (e.g., uses verbal and non-verbal audience response and feedback to determine effect).

            # 4.1.2 - Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.

                * 4.1.2.a - Examines accuracy of content and terminology for specific content areas in others' communication (e.g., compare texts using correct literary terminology).

                * 4.1.2.b - Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria.

Writing

  * Grades: 9-10
     o 1 - The student understands and uses a writing process.
       + 1.1 - Prewrites to generate ideas and plan writing.
         # 1.1.1 - Analyzes and selects effective strategies for generating ideas and planning writing.

            * 1.1.1.a - Gathers, analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, websites, books, field notes).
     o 3 - The student writes clearly and effectively.
       + 3.2 - Uses appropriate style.
         # 3.2.2 - Analyzes and selects language appropriate for specific audiences and purposes.

            * 3.2.2.g - Considers connotation and denotation, including cultural connotation, when selecting words (police officer vs. cop, bias vs. prejudice).
U3 EA2
Communication

  * Grades: 9-10
     o 1 - The student uses listening and observation skills and strategies to gain understanding.
       + 1.2 - Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
         # 1.2.1 - Evaluates effectiveness of and creates a personal response to visual and auditory information.

            * 1.2.1.c - Critiques effectiveness of rhetorical information (e.g., peer presentations, political speeches and arguments).
     o 2 - The student uses communication skills and strategies to interact/work effectively with others.
       + 2.1 - Uses language to interact effectively and responsibly in a multicultural context.
         # 2.1.1 - Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.

    * 2.1.1.a - Examines the situation and selects a common code for communication when a common code does not exist, using role play (e.g., gestures, sign language, language different from one's own, dialects, pictures).

   + 2.2 - Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

    # 2.2.1 - Uses communication skills that demonstrate respect.

    * 2.2.1.c - Provides feedback to the speaker in role-play scenarios or classroom activities based on appropriate form of listening (e.g., enjoyment, active, critical, and/or empathetic listening).

   + 2.3 - Uses skills and strategies to communicate interculturally.

    # 2.3.2 - Creates personal intercultural communication norms to guide one's self in a diverse social system.

    * 2.3.2.a - Develops a construct for how physical and human settings can affect communication (e.g., timing, social climate, customs, religion, social practices, politics, values, education).

 o 3 - The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.

   + 3.1 - Uses knowledge of topic/theme, audience, and purpose to plan presentations.

    # 3.1.1 - Applies skills to plan effective oral communication and presentation.

    * 3.1.1.a - Determines the topic and the audience selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).

    * 3.1.1.e - Uses logical, ethical, and emotional appeals to support the purpose.

   + 3.3 - Uses effective delivery.

    # 3.3.1 - Applies skills and strategies for the delivery of effective oral communication and presentations.

    * 3.3.1.a - Makes necessary adjustment in delivery and language during presentations based on interpretation of verbal and nonverbal cues to reflect ongoing responsiveness to audience.

 o 4 - The student analyzes and evaluates the effectiveness of communication.

  + 4.1 - Assesses effectiveness of one's own and others' communication.

    # 4.1.1 - Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.

    * 4.1.1.a - Articulates the qualities that make communication effective (e.g., body language, pace, volume, tone, expression).

    * 4.1.1.b - Seeks, considers, and uses feedback from a variety of sources to improve communication (e.g., teachers, peers, community members, and family members).

    * 4.1.1.c - Critiques style and content of own communication in public, group work, personal settings, and/or interviews.

    * 4.1.1.d - Justifies language and techniques used when deviating from established criteria (e.g., deliberate use of nonstandard English to create effect or appeal to audience).

    * 4.1.1.e - Weighs effect of presentation on audience (e.g., uses verbal and non-verbal audience response and feedback to determine effect).

    # 4.1.2 - Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.

    * 4.1.2.a - Examines accuracy of content and terminology for specific content areas in others' communication (e.g., compare texts using correct literary terminology).

    * 4.1.2.b - Critiques others' communication and/or delivery independently and in

groups according to detailed culturally sensitive scoring criteria.

Writing

  * Grades: 9-10
     o 1 - The student understands and uses a writing process.
        + 1.1 - Prewrites to generate ideas and plan writing.
           # 1.1.1 - Analyzes and selects effective strategies for generating ideas and planning writing.
              * 1.1.1.a - Gathers, analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, websites, books, field notes).
     o 3 - The student writes clearly and effectively.
        + 3.2 - Uses appropriate style.
           # 3.2.2 - Analyzes and selects language appropriate for specific audiences and purposes.
              * 3.2.2.g - Considers connotation and denotation, including cultural connotation, when selecting words (police officer vs. cop, bias vs. prejudice).

U4 EA1
Writing

  * Grades: 9-10
     o 1 - The student understands and uses a writing process.
        + 1.1 - Prewrites to generate ideas and plan writing.
           # 1.1.1 - Analyzes and selects effective strategies for generating ideas and planning writing.
              * 1.1.1.c - Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.
        + 1.2 - Produces draft(s).
           # 1.2.1 - Analyzes task and composes multiple drafts when appropriate.
              * 1.2.1.a - Refers to prewriting plan.
              * 1.2.1.b - Drafts according to audience, purpose, and time.
              * 1.2.1.d - Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.
        + 1.3 - Revises to improve text.
           # 1.3.1 - Revises text, including changing words, sentences, paragraphs, and ideas.
              * 1.3.1.c - Decides if revision is warranted.
              * 1.3.1.d - Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).
              * 1.3.1.f - Evaluates and justifies the choice to use feedback in revisions or not (e.g., "I didn't change my second example because...").
        + 1.5 - Publishes text to share with audience.
           # 1.5.1 - Publishes in formats that are appropriate for specific audiences and purposes.
              * 1.5.1.a - Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper).
        + 1.6 - Adjusts writing process as necessary.

1.6.1 - Applies understanding of the recursive nature of writing process.
    * 1.6.1.a - Revises at any stage of process.
1.6.3 - Uses knowledge of time constraints to adjust writing process.
    * 1.6.3.d - Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).
    * 1.6.3.e - Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).
o 2 - The student writes in a variety of forms for different audiences and purposes.
  + 2.1 - Adapts writing for a variety of audiences.
    # 2.1.1 - Applies understanding of multiple and varied audiences to write effectively.
      * 2.1.1.a - Identifies an intended audience.
      * 2.1.1.b - Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).
      * 2.1.1.d - Describes how a particular audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).
      * 2.1.1.e - Anticipates and addresses readers' questions or arguments.
  + 2.2 - Writes for different purposes.
    # 2.2.1 - Demonstrates understanding of different purposes for writing.
      * 2.2.1.f - Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs).
      * 2.2.1.g - Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper).
  + 2.3 - Writes in a variety of forms/genres.
    # 2.3.1 - Uses a variety of forms/genres.
      * 2.3.1.a - Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter).
      * 2.3.1.c - Produces a variety of new forms/genres.
        o 2.3.1.d - Examples:
          + 2.3.1.d.6 - documentaries
o 3 - The student writes clearly and effectively.
  + 3.1 - Develops ideas and organizes writing.
    # 3.1.1 - Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
      * 3.1.1.a - Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., "Obtaining a driver's license should not be tied to grades in school.").
    # 3.1.2 - Analyzes and selects effective organizational structures.
      * 3.1.2.f - Selects and uses effective organizational patterns as determined by purpose:
        o 3.1.2.f.1 - varied placement of thesis for effect
  + 3.2 - Uses appropriate style.
    # 3.2.1 - Analyzes audience and purposes and uses appropriate voice.
      * 3.2.1.a - Writes with a clearly defined voice appropriate to audience.
  + 3.3 - Knows and applies appropriate grade level writing conventions.
    # 3.3.3 - Applies capitalization rules.
      * 3.3.3.a - Uses capitalization rules from previous grades.
    # 3.3.5 - Applies usage rules.

                  * 3.3.5.a - Applies usage rules from previous grades.
      o 4 - The student analyzes and evaluates the effectiveness of written work.
          + 4.1 - Analyzes and evaluates others' and own writing.
             # 4.1.1 - Analyzes and evaluates writing using established criteria.
                * 4.1.1.b - Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions).

U4 EA2
Communication

  * Grades: 9-10
     o 2 - The student uses communication skills and strategies to interact/work effectively with others.
        + 2.1 - Uses language to interact effectively and responsibly in a multicultural context.
          # 2.1.1 - Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.
            * 2.1.1.a - Examines the situation and selects a common code for communication when a common code does not exist, using role play (e.g., gestures, sign language, language different from one's own, dialects, pictures).
        + 2.2 - Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
          # 2.2.1 - Uses communication skills that demonstrate respect.
            * 2.2.1.a - Monitors and adjusts one's own participation according to the situation and the needs of others (e.g., focuses on speaker; avoids interruptions; does not dominate conversation; uses techniques for taking turns; attends to cultural differences in communication styles, such as variations in pause time, pace, volume/intensity, and body language).
        + 2.3 - Uses skills and strategies to communicate interculturally.
          # 2.3.2 - Creates personal intercultural communication norms to guide one's self in a diverse social system.
            * 2.3.2.a - Develops a construct for how physical and human settings can affect communication (e.g., timing, social climate, customs, religion, social practices, politics, values, education).
     o 3 - The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.
        + 3.1 - Uses knowledge of topic/theme, audience, and purpose to plan presentations.
          # 3.1.1 - Applies skills to plan effective oral communication and presentation.
            * 3.1.1.a - Determines the topic and the audience selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).

Writing

  * Grades: 9-10
     o 2 - The student writes in a variety of forms for different audiences and purposes.
        + 2.3 - Writes in a variety of forms/genres.
          # 2.3.1 - Uses a variety of forms/genres.
            * 2.3.1.c - Produces a variety of new forms/genres.
     o 3 - The student writes clearly and effectively.

+ 3.2 - Uses appropriate style.
 # 3.2.2 - Analyzes and selects language appropriate for specific audiences and purposes.
 * 3.2.2.f - Selects and uses sound devices deliberately in prose and poetry (e.g., assonance, consonance).
 * 3.2.2.g - Considers connotation and denotation, including cultural connotation, when selecting words (police officer vs. cop, bias vs. prejudice).

U5 EA1
Communication

  * Grades: 9-10
    o 1 - The student uses listening and observation skills and strategies to gain understanding.
      + 1.2 - Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
        # 1.2.2 - Evaluates the effect of bias and persuasive techniques in mass media.
          * 1.2.2.a - Critiques the effectiveness of persuasive techniques on target audiences (e.g., ethos, pathos, logos appeals, fallacies, propaganda).
    o 3 - The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.
      + 3.1 - Uses knowledge of topic/theme, audience, and purpose to plan presentations.
        # 3.1.1 - Applies skills to plan effective oral communication and presentation.
          * 3.1.1.a - Determines the topic and the audience selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).
    o 4 - The student analyzes and evaluates the effectiveness of communication.
      + 4.1 - Assesses effectiveness of one's own and others' communication.
        # 4.1.1 - Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.
          * 4.1.1.e - Weighs effect of presentation on audience (e.g., uses verbal and non-verbal audience response and feedback to determine effect).

Writing

  * Grades: 9-10
    o 1 - The student understands and uses a writing process.
      + 1.2 - Produces draft(s).
        # 1.2.1 - Analyzes task and composes multiple drafts when appropriate.
          * 1.2.1.b - Drafts according to audience, purpose, and time.
          * 1.2.1.d - Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.
      + 1.3 - Revises to improve text.
        # 1.3.1 - Revises text, including changing words, sentences, paragraphs, and ideas.
          * 1.3.1.c - Decides if revision is warranted.
          * 1.3.1.d - Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).
          * 1.3.1.e - Records feedback using writing group procedure (e.g., partner revision).
          * 1.3.1.f - Evaluates and justifies the choice to use feedback in revisions or not

(e.g., "I didn't change my second example because...").
+ 1.4 - Edits text.
# 1.4.1 - Edits for conventions (see 3.3).
* 1.4.1.c - Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).
+ 1.6 - Adjusts writing process as necessary.
# 1.6.1 - Applies understanding of the recursive nature of writing process.
* 1.6.1.a - Revises at any stage of process.
* 1.6.1.b - Edits as needed at any stage.
# 1.6.2 - Uses collaborative skills to adapt writing process.
* 1.6.2.b - Collaborates on drafting, revising, and editing.
# 1.6.3 - Uses knowledge of time constraints to adjust writing process.
* 1.6.3.d - Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).
* 1.6.3.e - Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).
o 2 - The student writes in a variety of forms for different audiences and purposes.
+ 2.4 - Writes for career applications.
# 2.4.1 - Produces documents used in a career setting.
* 2.4.1.a - Collaborates with peers on long-term team writing projects (e.g., research paper for an exit project).
o 4 - The student analyzes and evaluates the effectiveness of written work.
+ 4.1 - Analyzes and evaluates others' and own writing.
# 4.1.1 - Analyzes and evaluates writing using established criteria.
* 4.1.1.b - Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions).

U5 EA2
Communication

  * Grades: 9-10
    o 3 - The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.
        + 3.1 - Uses knowledge of topic/theme, audience, and purpose to plan presentations.
            # 3.1.1 - Applies skills to plan effective oral communication and presentation.
                * 3.1.1.a - Determines the topic and the audience selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).
                * 3.1.1.e - Uses logical, ethical, and emotional appeals to support the purpose.
        + 3.3 - Uses effective delivery.
            # 3.3.1 - Applies skills and strategies for the delivery of effective oral communication and presentations.
                * 3.3.1.a - Makes necessary adjustment in delivery and language during presentations based on interpretation of verbal and nonverbal cues to reflect ongoing responsiveness to audience.
    o 4 - The student analyzes and evaluates the effectiveness of communication.
        + 4.1 - Assesses effectiveness of one's own and others' communication.
            # 4.1.1 - Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.

* 4.1.1.d - Justifies language and techniques used when deviating from established criteria (e.g., deliberate use of nonstandard English to create effect or appeal to audience).

* 4.1.1.e - Weighs effect of presentation on audience (e.g., uses verbal and non-verbal audience response and feedback to determine effect).

Writing

   * Grades: 9-10
     o 1 - The student understands and uses a writing process.
        + 1.2 - Produces draft(s).
           # 1.2.1 - Analyzes task and composes multiple drafts when appropriate.
              * 1.2.1.b - Drafts according to audience, purpose, and time.
              * 1.2.1.c - Drafts by hand and/or electronically.
              * 1.2.1.d - Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.
        + 1.3 - Revises to improve text.
           # 1.3.1 - Revises text, including changing words, sentences, paragraphs, and ideas.
              * 1.3.1.a - Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, "find-and-replace" or "track changes" functions of word processing program).
              * 1.3.1.b - Rereads work several times and has a different focus for each reading (e.g., first reading - looking for the strength or effectiveness of an argument and organizational structure; second reading - considering appropriateness for audience and purpose; third reading - looking for clarity of persuasive language).
              * 1.3.1.c - Decides if revision is warranted.
              * 1.3.1.d - Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).
              * 1.3.1.e - Records feedback using writing group procedure (e.g., partner revision).
              * 1.3.1.f - Evaluates and justifies the choice to use feedback in revisions or not (e.g., "I didn't change my second example because...").
              * 1.3.1.h - Uses multiple resources to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary).
        + 1.4 - Edits text.
           # 1.4.1 - Edits for conventions (see 3.3).
              * 1.4.1.c - Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).
        + 1.6 - Adjusts writing process as necessary.
           # 1.6.1 - Applies understanding of the recursive nature of writing process.
              * 1.6.1.a - Revises at any stage of process.
           # 1.6.2 - Uses collaborative skills to adapt writing process.
              * 1.6.2.b - Collaborates on drafting, revising, and editing.
           # 1.6.3 - Uses knowledge of time constraints to adjust writing process.
              * 1.6.3.a - Adapts time allotted for data gathering and number of drafts for shorter projects.
              * 1.6.3.d - Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).

* 1.6.3.e - Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).
    o 2 - The student writes in a variety of forms for different audiences and purposes.
        + 2.4 - Writes for career applications.
            # 2.4.1 - Produces documents used in a career setting.
                * 2.4.1.a - Collaborates with peers on long-term team writing projects (e.g., research paper for an exit project).
    o 4 - The student analyzes and evaluates the effectiveness of written work.
        + 4.1 - Analyzes and evaluates others' and own writing.
            # 4.1.1 - Analyzes and evaluates writing using established criteria.
                * 4.1.1.a - Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).
            # 4.1.2 - Analyzes and evaluates own writing using established criteria.
                * 4.1.2.a - Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics).
                * 4.1.2.c - Uses criteria to choose and defend choices for a writing portfolio.
                * 4.1.2.d - Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).

Enduring Understandings:	Essential Questions:
Unit One	**Unit One**
Culture is often difficult to define, but it influences everything from who you are as an individual to how you relate to other people at home and around the world.	How can cultural experiences shape, impact, or influence our perception of the world? How does voice function in and beyond the contexts of writing?
Unit Two	**Unit Two**
Everyone has a different experience of family, but the power of a family's influence is universal.	How do external factors affect one's sense of identity? How do we synthesize multiple sources of information into a cohesive argument?
Unit Three	
"Until the lion has a voice, stories of safaris will always glorify the hunter."- Chinua Achebe	
Unit Four	**Unit Three**
You can define a culture by its beliefs about what is right and wrong—its sense of justice. Different cultures may have different standards and methods for arriving at justice, but every society has to ask the questions about what is right and fair.	How can an author use a work of fiction to make a statement about culture? How might the cultural fabric of a community be stretched or altered when it encounters new ideas and members?
Unit Five	**Unit Four**
Cultural clashes continue to afflict the world, and conflicts over environmental resources are increasingly a source of such conflicts.	What is the nature of justice? How does one construct a persuasive argument?
	Unit Five
	How do cultural differences contribute to conflicts over environmental issues? What is the value of self-reflection in preparing for one's future?

 Students will know:

how to more effectively plan a piece of writing,
how to mark and annotate a text,
how to identify and distinguish text features,
how to use persuasive techniques in their own writing,
how imagery, tone, theme, symbol form and structure function in a poem.

Students will be able to:
gain further insight into a text by using questioning strategies and examining text features,
summarize both non-fiction and literary text for a specific purpose and audience,
alter their writing and organizational style to achieve a desired effect,
actively read and annotate a variety of text.

Evidence of Assessment
What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

Performance Tasks:
- daily responses to readings and text-based questions
- literature and passage-based projects
- written work
- research projects
- GRASPS
- literature readings and responses
- timed responses to writing prompts
- timed responses to released AP and AP style prompts
- Unit 1-5 Embedded Assessments

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):

- **Multiple choice and short response quizzes on literary passages, vocabulary and grammar.**
- **Student journals and wikis**
- **Classroom blogs**
- **Classroom discussion boards**

Types of Learning Activities

Reading:
Close Reading
Diffusing
Double-Entry journal
Graphic Organizers
KWHL Charts
Marking the Text
Metacognitive Markers
Predicting & Previewing

Writing:
Outlining
Quickwriting
RAFT
Rearranging
Revisiting Prior Work
Self-Editing & Peer Editing
Sharing & Responding
Webbing
Discussion Groups

Rereading
SIFT
Skimming & Scanning
SOAPSTone, TP-CASTT
Discussion Groups

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
__x__Structured Overview __x__Mini presentation ____Drill & Practice _x___Demonstrations ____Other (List)	__x__Problem-based ____Case Studies __x__Inquiry __x__Reflective Practice ____Project ____Paper __x__Concept Mapping ____Other (List)	___x_ Virt. Field Trip ____Experiments ____Simulations ____Games ____Field Observ. __x_Role-playing ____Model Bldg. ____Surveys ____Other (List)	__x__Essays ____Self-paced computer __x__Journals __x__Learning Logs ____Reports ____Directed Study ____Research Projects ____Other (List)	_x___Discussion _x___Debates ____Role Playing __x__Panels ____Peer Partner Learning __x__Project team ____Laboratory Groups ____Think, Pair, Share __x__Cooperative Learning ____Tutorial Groups __x__Interviewing ____Conferencing ____Other (List)

Learning Activities:

Semester One

Unit One Learning Activities: Cultural Conversations

10th Grade Summer Reading Assignment
Unit 1 Vocabulary
Grammar Semester 1 Diagnostic TEST
HONORS Summer Reading Assignment
Grammar Parts of Speech Practice
1.1 Previewing Unit 1
HONORS 1.1 Independent Reading Choice Preview Blog
1.2 Exploring Culture and Communication
Grammar Subject and Predicate Practice
1.3 Exploring Cultural Identity
1.4 Language and Writer's Craft: Syntax
1.5 "Two Kinds" of Cultural Identity
1.6 Two Perspectives on Cultural Identity
1.7 Connecting Cultural Identity to Theme
Lc 1.7 Language Checkpoint: Using Parallel Structure
1.8 Consulting with a Mentor
Grammar Intro to Sentence Structures Practice

Embedded Assessment 1: Writing About Cultural Identity
1.9 Preparing for a Writing Prompt Discussion Board
1.10 Colliding Worlds
Lc 1.10 Language Checkpoint: Using Punctuation Within Sentences
1.11 Perspectives on Heritage: Poetry and Fiction
Grammar Intro to Phrases Practice
Grammar Objects Practice
1.12 Perspectives on Heritage: Nonfiction Text
1.13 Essay: Argumentation in "An Indian Father's Plea"
1.14 Synthesis: Drafting Your Position
1.15 Synthesis: Presenting Your Position
Honors 10.1 Independent Reading
Embedded Assessment 2: Writing a Synthesis Paper
Grammar Complements Practice
Unit 1 Vocabulary Test

Unit Two Learning Activities: Cultural Perspectives

Grammar Verb Forms and Tenses Practice
Unit 2 Vocabulary
Honors 10.2 Independent Reading Link
2.1 Previewing Unit 2
2.2 Images of Cultural Identity
2.3 Cultural Narrative
2.4 Author's Stylebook Focus: Dialogue
2.5 Author's Stylebook: Pacing
Lc 2.5 Language Checkpoint: Using Subordination and Coordination
2.6 Author's Stylebook: Description
2.7 Elements of a Graphic Novel
2.8 Telling a Story with Poetry
2.9 Struggling with Identity: Rethinking Persona
2.10 Changes In Perspective
Embedded Assessment 1 Unit 2: Writing a Narrative
Grammar Subject Verb Agreement Practice
2.11 Previewing EA 2 and Thinking about Argument
2.12 Justice and Culture
2.13 Taking a Stand on Justice
Grammar Verbals and Verbal Phrases Practice
2.14 Taking a Stand on Legal Issues
2.15 Taking a Stand Against Hunger
2.16 Taking a Stand on Truth and Responsibility
2.17 Taking a Stand on Remembrance
Grammar Pronouns Practice
Honors 10.1 Independent Reading Link
Embedded Assessment 2: Creating an Argument
Unit 2 Vocabulary Test

*Unit Three Learning Activities: Cultures in Conflict

Unit 3 Vocabulary
Honors 10.3 Independent Reading Link
3.1 Previewing the Unit
Grammar Pronoun Antecedent Agreement Practice
3.2: Proverbs and Folk Tales
3.3 Researching Context *Novel: Things Fall Apart,
3.4 Culture Wheel
3.5 Father and Son
3.6 Character in Conflict
3.7 Family Ties
3.8 Sacrificial Son
3.9 Cultural Change
Embedded Assessment 1: Researching and Comparing Pre- and Post-Colonial Ibo
3.10 Previewing Embedded Assessment 2 & Reflecting on Character Relationships
3.11 Ibo Norms and Values
3.12 RAFTing with Chielo: Introducing the Strategy: RAFT
3.13 Acts of Violence
3.14 Gender Views
3.15 A Tragic Hero?
Grammar Phrases Practice
3.16 Colliding Cultures
3.17 Cultural Misunderstandings
3.18 Poetic Connections, Novel: Excerpt from Things Fall Apart, by Chinua Achebe, Poetry: "Prayer to the Masks," by Léopold Sédar Senghor, Poetry: "The Second Coming," by William Butler Yeats
3.19 A Letter to the District Commissioner; Novel: Excerpts from Things Fall Apart, by Chinua Achebe
Lc 3.19: Language Checkpoint - Using Noun Agreement
HONORS Independent reading Unit 3 Cornell Notes for first half of text
3.20 The Author's Perspective; Interview: "An African Voice," by Katie Bacon
Grammar Parallel Structure Practice
Embedded Assessment 2: Writing a Literary Analysis Essay
Unit 3B Vocabulary Test
HONORS Independent reading Unit 3 Cornell Notes
Grammar Final Semester 1 TEST

*Part or all of the unit above could be completed in either Semester One or Semester Two depending on individual teacher's pacing for the class

Semester Two

Unit Four Learning Activitites: Dramatic Justice
Unit 4 Vocabulary
Grammar Sentence Structure Practice
4.1 Previewing the Unit
4.2 Characterization
4.3 Voices from Literature. Drama: From The Tragedy of Romeo and Juliet, by William Shakespeare.
4.4 Original Monologues. Novel: Excerpt from A Sport of Nature, by Nadine Gordimer.
4.5 Reflecting on Performance
4.6 Oral Interpretation of Literature. Dramatic Monologue: From The Tragedy of Julius Caesar, by William Shakespeare. Dramatic Monologue: From Les Miserables, by Victor Hugo. Dramatic Monologue: From Oedipus Rex, by Sophocles.
HONORS Embedded Assessment 1: Oral Interpretation of Literature
4.7 Previewing EA 2 and Introducing Greek Drama
4.8 A Tragic Family
4.9 Soul Sisters. Drama: Antigone, by Sophocles
Grammar Misplaced/Dangling Modifiers Practice
4.10 Chorus Lines. Drama: Antigone, by Sophocles
4.11 Enter the King. Drama: Antigone, by Sophocles
4.12 Conflicting Motivations. Drama: Antigone, by Sophocles
Lc 4.12 Language Checkpoint: Recognizing Frequently Confused Words
4.13 An Epic Foil. Drama: Antigone, by Sophocles
4.14 Odes to Love and Death. Drama: Antigone, by Sophocles
4.15 Tragic Hero. Drama: Antigone, by Sophocles
Grammar Illogical/Improper Comparisons Practice
HONORS Independent reading Unit 4 Cornell Notes
Embedded Assessment 2: Writing a Literary Analysis Essay on Characterization and Theme.
Unit 4 Vocabulary Test

Unit Five Learning Activities: Building Cultural Bridges

Unit 5 Vocabulary
Grammar Fragments v. Fused v. Comma Splice Sentences Practice
5.1 Previewing the Unit
5.2 The Call to Act - Music Video: "I Need to Wake Up" (2006) by Melissa Etheridge
5.3 Throwing Light on the Subject - Film: Bend It Like Beckham, directed by Gurinder Chadha
5.4 That's Just the Way It Is - Film: Life in the Freezer: The Big Freeze (1993)
Grammar Comma Usage Practice
5.5 Previewing The 11th Hour - Film: The 11th Hour (2007), directed by Nadia Conners and Leila Conners Petersen
5.6 The Nature of the Problem: Evaluating Causal Claims
5.7 The Art of Objectivity: Writing an Effective Summary
5.8 Questioning Appeals
5.9 The Ethics of Persuasion and Understanding Fallacies

Lc 5.9 Language Checkpoint: Recognizing Conventional Expression
5.10 Refutation and Reputation
Grammar Colon and Semi-colon Practice
5.11 Exploring One Conflict Together
5.12 A World of Conflicts/Planning for Research
5.13 What's at Stake?
Grammar 20 Most Common Errors Practice
5.14 What's at Stake? Part 2
5.15 Crafting Your Position Paper
HONORS Independent reading Unit 5 Cornell Notes for first half of text
5.16 Language and Writer's Craft: Documenting Your Claims
Embedded Assessment 1: Presenting a Solution to an Environmental Conflict.
5.17 Previewing EA 2 Discussion Board/Documentary
5.18 Setting the Mode and Tone
5.19 Documentary Film Techniques
5.20 Arguments with Film & Planning a Documentary
Grammar Final Semester 2 TEST
Unit 5 Independent Reading Cornell Notes And Embedded Assessment 2: Representing an Argument in Documentary Film
Unit 5 Vocabulary Test
HONORS FINAL Independent reading Unit 5 Cornell Notes
11th Grade Summer Reading Assignment