

Grade 10	Unit 1: It's All Greek to Me!		Suggested Length: 4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. How does Greek Mythology still have relevance today? 2. Why is it important to study Greek Drama? 3. Where and how did drama, as we know it, begin? 4. How does drama portray real-life issues? 5. What are the connections between Mythology and Drama? 	<p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> ❑ RD-10.1.0.1 Students will interpret literal or non-literal meanings of words in a message. DOK 2 ❑ RD-10.1.0.2 Students will make predictions based on what is read. DOK 2 ❑ RD-10.1.0.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2 ❑ RD-10.2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-10.2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-10.2.0.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2 ❑ RD-10.2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3 ❑ RD-10.2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3 ❑ RD-10.3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ RD-10.4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-10.5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a 	<ul style="list-style-type: none"> ❑ <i>Metaphor</i> ❑ <i>Extended metaphor</i> ❑ <i>Theme</i> ❑ <i>Inference</i> ❑ <i>Word Choice</i> ❑ <i>Foreshadowing</i> ❑ <i>Dramatic irony</i> ❑ <i>Elliptical Constructions</i> ❑ <i>Alliteration</i> ❑ <i>Causation</i> ❑ <i>Repetition</i> ❑ Mythology ❑ Mt. Olympus and the 12 Olympiads ❑ Homer – <i>The Iliad</i> and <i>The Odyssey</i> ❑ Drama ❑ Suspense ❑ Desperate situation ❑ Tragic Flaw ❑ External conflict ❑ Internal conflict ❑ Climax ❑ Protagonist ❑ Antagonist ❑ Hypocrite ❑ Theatron ❑ Orchestra ❑ Skene ❑ Parados ❑ Chorus ❑ Choragus ❑ Ode ❑ Strophe ❑ Antistrophe 	<ul style="list-style-type: none"> ❑ Read and interpret several mythological stories from Edith Hamilton's <i>Mythology</i> ❑ Explain how mythology is still a part of our culture by using a Venn Diagram, T-Chart, or Listing. ❑ Describe how the Greeks viewed their gods and religion through analyzing the text. ❑ Use a variety of reading strategies (silent reading, teacher-read-aloud, student-read-aloud) to read selections from <i>Ulysses</i> ❑ Discuss what makes a "hero" in small groups ❑ Defend a position on whether Ulysses (Odysseus) is a hero ❑ Do research on a particular god or goddess including their motivation, portrayal in literature, and importance to the Greeks themselves. ❑ Use a variety of reading strategies, such as reading with a CD, reading aloud, silent reading, and using glosses and side notes to read as well as taking Cornell Notes as reading: "<i>Drama Taking Action</i>" pp. 630-634 in text; "<i>Greek Drama: Out of Ritual</i>" pp. 685-687; "<i>The Myth of Oedipus</i>" pp. 688-689; "<i>Antigone</i>" pp. 691-739. ❑ Use a Venn Diagram to compare/contrast "<i>The Myth of Oedipus</i>" pp. 688-689 to the Edith Hamilton version. ❑ After reading the play, "<i>Antigone</i>", write a compare/contrast essay about Antigone and Ismene. ❑ Read each text with emphasis on the way readers make meaning from a text, such as connecting the text with articles and other materials that students have read and seen ❑ Take notes using the Cornell Notes format by highlighting key points in teacher given article, "Drama Festival to Honor Dionysus". Students will decide in a class discussion of the article which points are important. ❑ Interpret the importance of the festival of Dionysis in

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	<p>passage. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-10-5.0.3 Students will analyze the author’s use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 ❑ RD-10-5.0.8 Students will explain how the use of text features (e.g. illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader’s understanding of a passage. DOK 3 <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> ❑ WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> ❑ Narrowing the topic to present an idea, theme or thesis ❑ Choosing a perspective authentic to the writer ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form ❑ Applying a suitable tone ❑ Allowing voice to emerge when appropriate DOK 4 ❑ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified, and suitable explanations ❑ Providing relevant elaboration ❑ Explaining related connections or 		<p>the implementation of drama</p> <ul style="list-style-type: none"> ❑ View a model of an ancient Greek theater and identify the parts of the theater ❑ Use guided notes to identify and locate key facts about the Greek theater, its actors and their costumes ❑ Use graphic organizers to identify and interpret the conflicts, figurative language, and irony in <i>Antigone</i> ❑ Paraphrase the 4 Odes in <i>Antigone</i> ❑ Analyze characterization, motivation, theme and metaphors in the play <i>Antigone</i> ❑ Discuss in small groups how the gods are involved in the action of the play ❑ Analyze content as it applies to students’ lives or real world issues through class discussion and written responses ❑ Make predictions and draw conclusion about the play based on clues from the text during class discussion and written exercises ❑ Define and employ new vocabulary from the text using context clues and a worksheet ❑ Write sentences using models, revise punctuation and wording in a sentence ❑ Organize information in a graphic form (e.g. graphic organizers, outlines) ❑ Develop higher-level thinking questions using CATS vocabulary that will be used in whole class round-table discussion of the play. <p>Assessment:</p> <ul style="list-style-type: none"> ❑ <u>Students will write their own myth.</u> ❑ <u>Writing-to-learn as a daily check for understanding</u> ❑ <u>Complete a comprehension assessment at the end of each scene in the play which will include questions about how mythology is an important part of Greek Drama.</u> ❑ <u>Complete a comprehension assessment at the end of the unit, including open response items</u> ❑ <u>Give an oral presentation with a visual aid after</u>

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	<p>reflections</p> <ul style="list-style-type: none"> ❑ Applying idea development strategies appropriate to the form DOK 4 ❑ WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> ❑ Engaging the audience ❑ Establishing a context for reading when appropriate ❑ Communicating ideas and support in a meaningful order ❑ Applying transitions and transitional elements to guide the reader through the piece ❑ Developing effective closure DOK 3. ❑ WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> ❑ Applying a variety of structures and lengths ❑ Maintaining parallel structure ❑ Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 ❑ WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> ❑ Apply correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details, and sensory details ❑ Applying language appropriate to the content, purpose and audience DOK 2 ❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by 		<p><u>research of print and non print materials on a god or goddess</u></p> <ul style="list-style-type: none"> ❑ <u>Weekly assessed on grammar mechanics and usage.</u>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Applying correct spelling <input type="checkbox"/> Applying correct punctuation <input type="checkbox"/> Applying correct capitalization <input type="checkbox"/> Incorporating acceptable departure from standard correctness to enhance meaning when appropriate <input type="checkbox"/> Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Work Cited page) DOK 2 <input type="checkbox"/> WR-HS-4.8.0 Prewriting: <ul style="list-style-type: none"> <input type="checkbox"/> Establishing a purpose and central/controlling idea or focus <input type="checkbox"/> Identifying and analyzing the audience <input type="checkbox"/> Determining the most appropriate form to meet the needs of purpose and audience <input type="checkbox"/> Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities) <input type="checkbox"/> Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information <input type="checkbox"/> WR-HS-4.9.0 Drafting <ul style="list-style-type: none"> <input type="checkbox"/> Writing draft(s) for an intended audience <input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use <input type="checkbox"/> WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions, pacing <input type="checkbox"/> Comparing with rubric criteria and anchor papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills</p> <p>Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will narrow topic for selected writing. <input type="checkbox"/> Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. <input type="checkbox"/> Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). <input type="checkbox"/> Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> Students will compose effective and subtle transitions. <input type="checkbox"/> Students will develop effective introductions and closures for writing. 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). Word Choice <ul style="list-style-type: none"> <input type="checkbox"/> Students will eliminate redundant words and phrases <input type="checkbox"/> Students will apply the most specific word for use in a sentence <input type="checkbox"/> WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness with self, teacher or peer(s) <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) Editing Skills <ul style="list-style-type: none"> Language Usage <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of subject/verb agreement with both singular and plural subjects. <input type="checkbox"/> Students will apply knowledge of present, past and future tenses. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of special 		

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	<p>problems in usage, (i.e., a/an, to/two/too, their/there/they're), and pronoun references and double negatives.</p> <ul style="list-style-type: none"> ❑ Students will apply knowledge of idiomatic expressions. ❑ WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> ❑ Sharing final piece with intended audience <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>ELA-EIII-R-1 analyze and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, media) formats</i> ❑ <i>ELA-EIII-R-2 read and analyze classic and contemporary literature as representative of the many dimensions of the human experience.</i> ❑ <i>ELA-EIII-R-4 apply a knowledge of literary terms and concepts (e.g., theme, symbolism, tone) to analyze literature</i> ❑ <i>ELA-EIII-R-5 apply analytical reading skills to make connections to the real world</i> ❑ <i>ELA-EIII-R-7 interpret multiple meanings of vocabulary in context</i> ❑ <i>ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays)</i> ❑ <i>ELA-EIII-W-2 use writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions</i> ❑ <i>ELA-EIII-W-3 continue to develop transactive writing (writing produced for authentic purposes and audiences beyond completing</i> 		

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	<p><i>an assignment to demonstrate learning) which applies knowledge of conventions of various print and nonprint (e.g., computers, electronic media) resources</i></p> <ul style="list-style-type: none"> ❑ <i>ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing</i> ❑ <i>ELA-EIII-W-5 tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations</i> ❑ <i>ELA-EIII-W-6 critique own and others' works based on criteria for effective writing, including awareness of audiences and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling)</i> ❑ <i>ELA-EIII-SLO-2 apply critical listening/observing skills to analyze nonprint (e.g., computers, electronic media) materials (additional supporting Academic Expectations 5.1)</i> ❑ <i>ELA-EIII-SLO-3 collaborate to solve problems (e.g. panel discussions, simulations) (additional supporting Academic Expectations 5.5)</i> ❑ <i>ELA-EIII-I-1 locate and analyze a variety of appropriate sources to obtain information for specific needs</i> ❑ <i>ELA-EIII-2 paraphrase and summarize to adapt information for specific purposes (additional supporting Academic Expectations 5.3)</i> ❑ <i>ELA-EIII-T-1 use a variety of multimedia tools (e.g., audio, video, computer presentation programs) to enhance presentations</i> 		

Grade 10	Unit 2: “Camelot! Camelot!”		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What are the characteristics of a medieval romance? 2. What is the knight’s chivalric code of conduct? 3. What qualities do you associate with the word hero? 4. How does someone in today’s world prove his/her heroism? 5. What legacy has the Arthurian Legends left behind? 6. How have movies made an impact on how we interpret Arthurian Legends? 	<p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> ❑ RD-10.1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2 ❑ RD-10.1.0.2 Students will make predictions based on what is read. DOK 2 ❑ RD-10.1.0.4 Students will interpret the meaning of jargon, dialect or specialized vocabulary found in a passage. DOK 2 ❑ RD-10.2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-10.2.0.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2 ❑ RD-10.2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3 ❑ RD-10.2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3 ❑ RD-10.5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3 ❑ RD-10.5.0.3 Students will analyze the author’s use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 ❑ RD-10.5.0.5 Students will compare or contrast elements, views, ideas or events presented in one or more passages. DOK 3 	<ul style="list-style-type: none"> ❑ <i>Imagery</i> ❑ <i>Inference</i> ❑ <i>Tone</i> ❑ <i>Metaphor</i> ❑ <i>Specialized Vocabulary</i> ❑ <i>Syle</i> ❑ <i>Compare/Contrast</i> ❑ <i>Alliteration</i> ❑ <i>Symbol</i> ❑ <i>Foreshadowing</i> ❑ <i>Personification</i> ❑ <i>Irony</i> ❑ <i>Satire</i> ❑ Archetypes ❑ Romance literature ❑ Medieval romance ❑ Chivalry ❑ Quests ❑ Hero ❑ Arthurian legends ❑ Holy Grail ❑ Medieval court life terms (heralds, armor, towers, proclamation, the Court, jousts, paramours) ❑ Critical Review ❑ Venn diagram ❑ Blank verse 	<ul style="list-style-type: none"> ❑ Summarize in notebook the history of medieval romance after reading orally information in textbook on pages 948 – 949 ❑ Take notes over literary archetypes from PowerPoint ❑ Use archetype notes throughout unit to identify in King Arthur stories and other readings. ❑ Use Cornell Note style to take notes over PowerPoint on Medieval Characteristics and King Arthur ❑ Watch and take notes on Biography movie over King Arthur ❑ Read “The Sword In The Stone” by Sir Thomas Mallory and “Arthur Becomes King” by T. H. White- Identify the heroic traits and medieval romance characteristics in the 2 stories ❑ Create a Venn diagram comparing/contrasting these 2 stories ❑ Read and act out scenes from musical <u>Camelot</u> entitled “The Round Table” – Discuss differences between Arthur in stories already read ❑ View specific scenes from the video “Camelot!” ❑ Read “The Tale of Sir Lancelot du Lake” and pick out heroic traits and medieval romance characteristics ❑ Create a graphic organizer for each Arthurian legend identifying the characteristics of a medieval romance and the characteristics of a hero-knight found in the story ❑ Read “The Tale of Sir Gareth” – Do an in-depth listing of medieval romance characteristics from this story ❑ Read “The Death of Arthur” by Thomas Mallory and “The Passing of Arthur” by Alfred, Lord Tennyson – Compare /contrast different types of writing (narrative vs. blank verse) ❑ Identify poetical devices found in “The Passing of Arthur” (metaphor, simile, irony, personification, alliteration, imagery, symbol, foreshadowing) ❑ Listen to various selections on audio tapes ❑ Watch clips from <i>Monty Python and the Holy Grail</i>

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	<p><input type="checkbox"/> RD-10-5.0.9 Students will analyze the effectiveness of the organizational patterns in a passage (e.g. cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3</p> <p><u>Core Content – Writing</u></p> <p><input type="checkbox"/> WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrowing the topic to present an idea, theme or thesis <input type="checkbox"/> Choosing a perspective authentic to the writer <input type="checkbox"/> Analyzing and addressing the needs of the intended audience <input type="checkbox"/> Adhering to the characteristics of the form <input type="checkbox"/> Applying a suitable tone <input type="checkbox"/> Allowing voice to emerge when appropriate DOK 4 <p><input type="checkbox"/> WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified, and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 <p><input type="checkbox"/> WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish</p>		<p>and discuss why this is a satire.</p> <p><input type="checkbox"/> Watch clips from <i>First Knight</i> and <i>Excaliber</i> and discuss how they compare/contrast to the stories read</p> <p><input type="checkbox"/> <u>Using archetype notes and information from class discussions, students will work on an independent archetype project due at the end of the unit.</u></p> <p><input type="checkbox"/> <u>Write a compare/contrast essay using at least one story and one visual medium and discuss the characterization of King Arthur.</u></p> <p><input type="checkbox"/> <u>Relate knowledge through teacher-created curriculum activities on each selection read: graphic organizers, multiple choice questions, open response questions</u></p> <p><input type="checkbox"/> <u>Be assessed on check-up quizzes over material read and covered in class</u></p> <p><input type="checkbox"/> <u>Evaluate the unit through a reading comprehension and multiple choice test and one open response question relating to the characteristics of a medieval romance picking any one of the numerous stories read using the writing strategies studied and following the scoring guide and rubric provided</u></p>

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	<p>the focused purpose by</p> <ul style="list-style-type: none"> ❑ Engaging the audience ❑ Establishing a context for reading when appropriate ❑ Communicating ideas and support in a meaningful order ❑ Applying transitions and transitional elements to guide the reader through the piece ❑ Developing effective closure DOK 3. <p>❑ WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by</p> <ul style="list-style-type: none"> ❑ Applying a variety of structures and lengths ❑ Maintaining parallel structure ❑ Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 <p>❑ WR-HS-3.5.0 Language: Students will exemplify effective language choices by</p> <ul style="list-style-type: none"> ❑ Apply correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details, and sensory details ❑ Applying language appropriate to the content, purpose and audience DOK 2 <p>❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by</p> <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate 		

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	<ul style="list-style-type: none"> <li data-bbox="443 264 936 475">❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Work Cited page) DOK 2 <li data-bbox="394 513 936 943">❑ WR-HS-4.8.0 Prewriting: <ul style="list-style-type: none"> <li data-bbox="443 545 831 597">❑ Establishing a purpose and central/controlling idea or focus <li data-bbox="443 605 905 631">❑ Identifying and analyzing the audience <li data-bbox="443 639 936 691">❑ Determining the most appropriate form to meet the needs of purpose and audience <li data-bbox="443 699 905 816">❑ Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities) <li data-bbox="443 824 915 943">❑ Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information <li data-bbox="394 979 936 1125">❑ WR-HS-4.9.0 Drafting <ul style="list-style-type: none"> <li data-bbox="443 1011 936 1037">❑ Writing draft(s) for an intended audience <li data-bbox="443 1045 936 1125">❑ Developing topic, elaborating ideas, exploring sentence variety and language use <li data-bbox="394 1166 936 1464">❑ WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> <li data-bbox="443 1198 894 1282">❑ Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content <li data-bbox="443 1291 915 1408">❑ Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content <li data-bbox="443 1416 852 1442">❑ Checking for accuracy of content <li data-bbox="443 1450 915 1464">❑ Considering voice, tone, style, intended 		

Grade 10	Unit 2: “Camelot! Camelot!”		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	<i>Skills and Key Terms</i>	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>audience, coherence, transitions, pacing</p> <ul style="list-style-type: none"> ❑ Comparing with rubric criteria and anchor papers/models ❑ Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> ❑ Students will narrow topic for selected writing. ❑ Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. ❑ Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). ❑ Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> ❑ Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. ❑ Students will compose effective and subtle transitions. ❑ Students will develop effective introductions and closures for writing. ❑ Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p>		

Grade 10	Unit 2: “Camelot! Camelot!”		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	<i>Skills and Key Terms</i>	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> ❑ Students will eliminate redundant words and phrases ❑ Students will apply the most specific word for use in a sentence ❑ WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> ❑ Checking for correctness with self, teacher or peer(s) <ul style="list-style-type: none"> ❑ Language usage ❑ Sentence structure ❑ Spelling ❑ Capitalization ❑ Punctuation ❑ Documentation of sources ❑ Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) Editing Skills Language Usage <ul style="list-style-type: none"> ❑ Students will apply knowledge of subject/verb agreement with both singular and plural subjects. ❑ Students will apply knowledge of present, past and future tenses. ❑ Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. ❑ Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. ❑ Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they’re), and pronoun references and double negatives. ❑ Students will apply knowledge of idiomatic expressions. 		

Grade 10	Unit 2: “Camelot! Camelot!”		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> ❑ WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> ❑ Sharing final piece with intended audience <u>Program of Studies</u> ❑ <i>ELA-EII-R-2 read and analyze classic materials</i> ❑ <i>ELA-EII-R-3 respond critically to and analyze a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).</i> ❑ <i>ELA-EII-R-4 interpret structure and organization (e.g., page layout/format, organizational aids, graphics) from selected readings.</i> ❑ <i>ELA-EII-R-5 identify authors’ points of view</i> ❑ <i>ELA-EII-R-6 select and read materials for enjoyment.</i> ❑ <i>ELA-EII-R-7 understand vocabulary in context (e.g., “loaded” words, specialized vocabulary, connotation/denotation, jargon).</i> ❑ <i>ELA-EII-W-1 use writing-to-learn strategies such as note taking</i> ❑ <i>ELA-EII-W-2 apply writing-to-demonstrate-learning strategies in situations such as essay tests and open-response questions.</i> ❑ <i>ELA-EII-W-4 write personal pieces (personal essays) to communicate ideas.</i> ❑ <i>ELA-EII-W-5 use organizational signals (e.g., bullets, lists, layout, charts, graphs, embedded visuals) in transactive writing to accomplish specific purposes and meet readers’ needs.</i> ❑ <i>ELA-EII-SLO-2 develop and apply appropriate verbal and nonverbal elements of delivery (e.g., gestures, facial expressions,</i> 		

Grade 10	Unit 2: “Camelot! Camelot!”		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>tone, volume, rate).</i></p> <ul style="list-style-type: none"> ❑ <i>ELA-EII-SLO-3 practice critical listening, observing, and thinking skills</i> ❑ <i>ELA-EII-SLO-4 apply language structure and conventions for correctness, style, and tone in students’ own speaking.</i> 		

Grade 10	Unit 3: Freedom of Speech and <i>Fahrenheit 451</i> by Ray Bradbury		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. Why is the written word important to society?</p> <p>2. How does the First Amendment relate to this novel?</p> <p>3. What can studying literature tell us about our culture and society?</p>	<p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> ❑ RD-10-1.0.2 Students will make predictions based on what is read. DOK 2 ❑ RD-10.1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2 ❑ RD-10-2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-10-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-10-2.0.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2 ❑ RD-10-2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3 ❑ RD-10-3.0.1 Students will explain or analyze how a conflict in a passage is 	<ul style="list-style-type: none"> ❑ <i>Style</i> ❑ <i>Tone</i> ❑ <i>Irony</i> ❑ <i>Characterization</i> ❑ <i>Symbolism</i> ❑ <i>Theme</i> ❑ <i>Imagery</i> ❑ <i>Foreshadowing</i> ❑ <i>Personification</i> ❑ <i>Motif</i> ❑ <i>Paradox</i> ❑ <i>Dilemma</i> ❑ Dystopia ❑ Plot ❑ Setting ❑ Turning point ❑ Climax ❑ Resolution ❑ Conflict 	<ul style="list-style-type: none"> ❑ Listen to an excerpt of the author, Ray Bradbury, reading the first few pages of <i>Fahrenheit 451</i>. Predict what the book will be about and what is happening. ❑ Take notes over the author and literary period using Cornell Notes. ❑ Discuss First Amendment and why it was created. ❑ Go to website www.raybradbury.com and select an article about the author or book and write a summary over the article. ❑ After reading the chapter “The Hearth and the Salamander” listen to a short interview with the author and discuss why he wrote the book. ❑ During and after reading the novel, select and critique literary terms from text through class and group discussions ❑ Practice pre-reading activities on <i>Fahrenheit 451</i> ❑ Read novel in class (silently and aloud) and analyze literary devices through teacher-guided activities. ❑ Learn how to take notes as reading to further enhance understanding of literary devices and plot structure. ❑ Discuss themes of the novel in writing and orally in

Grade 10	Unit 3: Freedom of Speech and <i>Fahrenheit 451</i> by Ray Bradbury		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>resolved. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-10-3.0.2 Students will identify or explain an author’s purpose in a passage. DOK 2 ❑ RD-10-3.0.4 Students will accept or reject an argument, giving supporting evidence from the passage. DOK 3 ❑ RD-10-3.0.3 Students will explain an author’s position based on evidence in a passage. DOK 2 ❑ RD-10-3.0.6 Students will analyze the relationship between a speaker’s or character’s motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 ❑ RD-10-4.0.1 Students will analyze the content or make connections as it applies to students’ lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-10-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3 ❑ RD-10-5.0.3 Students will analyze the author’s use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 ❑ RD-10-5.0.4 Students will critique the author’s word choice, style, tone or content. DOK 3 ❑ RD-10-5.0.9 Students will analyze the effectiveness of the organizational patterns in a passage (e.g. cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3 		<ul style="list-style-type: none"> groups. ❑ Students will read teacher selected critical essays on <i>Fahrenheit 451</i>, and in groups analyze the essays. ❑ <u>Students will engage in roundtable discussions over the novel in which they create analytical questions to ask their peers and facilitate discussion.</u> ❑ <u>Students will create a moments sheet in which they select important passages and discuss literary devices and their significance to the novel.</u> ❑ <u>Evaluate the novel through multiple choice and open response questions</u>

Grade 10	Unit 3: Freedom of Speech and <i>Fahrenheit 451</i> by Ray Bradbury		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> ❑ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified and suitable explanations ❑ Providing relevant elaboration ❑ Explaining related connections or reflections ❑ Applying idea development strategies appropriate to the form DOK 4 ❑ WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> ❑ Engaging the audience ❑ Establishing a context for reading when appropriate ❑ Communicating ideas and support in a meaningful order ❑ Applying transitions and transitional elements to guide the reader through the piece ❑ Developing effective closure DOK 3 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>EII-R-3 respond critically to and analyze a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).</i> ❑ <i>EII-R-5 identify authors’ points of view, persuasive and propaganda techniques, and facts/opinions, especially in persuasive</i> 		

Grade 10	Unit 3: Freedom of Speech and <i>Fahrenheit 451</i> by Ray Bradbury		Suggested Length: 3 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>passages.</i></p> <ul style="list-style-type: none"> ❑ <i>EII-R-7 understand vocabulary in context (e.g., “loaded” words, specialized vocabulary, connotation/denotation, jargon).</i> ❑ <i>EII-W-1 use writing-to-learn strategies such as note taking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3).</i> ❑ <i>EII-W-2 apply writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.</i> ❑ <i>EII-W-4 write personal pieces (e.g., personal narratives, memoirs, personal essays) to communicate ideas, meet readers’ needs.</i> ❑ <i>EII-W-7 critique own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> ❑ <i>EII-SLO- 2 develop and apply appropriate verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate).</i> ❑ <i>EII-SLO-3 practice critical listening, observing, and thinking skills to make informed judgments of and responses to persuasive media and performances (additional supporting Academic Expectations 5.1, 5.4).</i> ❑ <i>EII-SLO-4 apply language structure and conventions for correctness, style, and tone in students’ own speaking.</i> 		

Grade 10	Unit 4: “Around The World In 12 Days”- World Literature		Suggested Length: 2 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What is Western Literature and how does it affect my life? 2. What is the difference between wisdom and knowledge? 3. Why did people write parables? Are they still useful today? 4. How does didactic literature reflect the culture of a certain people? 5. What is Chinese philosophy and how can we relate it to our society? 6. Why is it important to study World Literature? 	<p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> ❑ RD-10-1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2 ❑ RD-10-1.0.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2 ❑ RD-10-2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-10-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-10-2.0.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2 ❑ RD-10-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3 ❑ RD-10-2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3 ❑ RD-10-4.0.1 Students will analyze the content or make connections as it applies to students’ lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-10-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage. ❑ RD-10-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3 ❑ RD-10-5.0.2 Students will analyze or 	<ul style="list-style-type: none"> ❑ <i>Parallel structure</i> ❑ <i>Allusion</i> ❑ <i>Imagery</i> ❑ <i>Paradox</i> ❑ <i>Diction</i> ❑ <i>Inference</i> ❑ <i>Purpose</i> ❑ <i>Style</i> ❑ <i>Tone</i> ❑ <i>Causation</i> ❑ <i>Metaphor</i> ❑ <i>Theme</i> ❑ Didactic literature ❑ Parable ❑ Anecdote ❑ Aphorism/ maxim ❑ Taoism ❑ Confucianism ❑ Buddhism ❑ Fable ❑ Personal essay ❑ Venn diagram ❑ Rhymed quatrains ❑ Yin yang symbol ❑ Beast fable ❑ Haiku 	<ul style="list-style-type: none"> ❑ Summarize in notebook the history of <u>The Bible</u> and sources for allusions in Western Literature after lecture by teacher. ❑ Identify specific terms relating to different types of world writings ❑ Compare Biblical account of “Abraham and Isaac” to poem “The Parable of the Old Man and the Young” using this same story. ❑ Create a chart/diagram showing how Abraham’s culture and our culture are alike and different and share with class through oral presentation. ❑ Identify parallel structure in poetry to “Psalm 23” and “To Every Thing There Is A Season”. ❑ Listen to “Turn, Turn, Turn” by the Byrds. Analyze the song and compare the lyrics to “To Every Thing There is a Season. ❑ Identify metaphors and other figures of speech in Biblical passages. ❑ Read “The Parable of The Prodigal Son” and 3 poems relating to this theme – discuss how the father’s character and the son’s character differ in the various selections. Make a three-part Venn diagram using the parable and two poems to show how the characters differ. ❑ Interpret scripture after reading “The Greatest of These Is Charity” ❑ Quick write journal entries daily before reading next selection. ❑ Read and comprehend the meaning of didactic literature and the different types ❑ Interpret suras, sayings and poems from <u>The Koran</u>. ❑ Read and interpret 5 verses from “The Rubaiyat” ❑ Read and interpret Taoist anecdotes (Chinese literature) and the use of paradox

Grade 10	Unit 4: “Around The World In 12 Days”- World Literature		Suggested Length: 2 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	<i>Skills and Key Terms</i>	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-10-5.0.3 Students will analyze the author’s use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 ❑ RD-10-5.0.4 Students will critique the author’s word choice, style, tone or content. DOK 3 ❑ RD-10-5.0.5 Students will compare or contrast elements, views, ideas, or events presented in one or more passages. DOK 4 ❑ RD-10-5.0.9 Students will analyze the effectiveness of the organizational patterns in a passage (e.g. cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3 <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> ❑ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified and suitable explanations ❑ Providing relevant elaboration ❑ Explaining related connections or reflections ❑ Applying idea development strategies appropriate to the form DOK 4 ❑ WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish 		<ul style="list-style-type: none"> ❑ Distinguish the differences between Confucianism and Taoism by creating a Venn diagram using notes taken in class from the textbook ❑ Read examples of haiku and interpret haiku ❑ Create 3 haiku using rubric ❑ Read and interpret Zen Buddhism through parable ❑ Read and interpret Brahmanism and beast fables through “The Tiger, The Brahman, and The Jackal” ❑ Create a Venn diagram or a compare/contrast chart with a beast fable (“The Tiger, etc.”) and a modern fable (“The Scotty Who Knew Too Much”) ❑ <u>Paraphrase in group discussions the different passages</u> ❑ <u>Relate knowledge through teacher-created activities on each selection read: paraphrase, graphic organizers, short answer, multiple choice, open response</u> ❑ <u>Evaluate the unit through an open response question using the writing strategies studied and following the scoring guide provided</u>

Grade 10	Unit 4: “Around The World In 12 Days”- World Literature		Suggested Length: 2 Weeks
Essential Questions	Core Content and <i>Program of Studies</i>	<i>Skills and Key Terms</i>	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>the focused purpose by</p> <ul style="list-style-type: none"> ❑ Engaging the audience ❑ Establishing a context for reading when appropriate ❑ Communicating ideas and support in a meaningful order ❑ Applying transitions and transitional elements to guide the reader through the piece ❑ Developing effective closure DOK 3 ❑ <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>EII-R-2 read and analyze classic and contemporary materials (e.g., essays, speeches).</i> ❑ <i>EII-R-3 respond critically to and analyze a variety of literary genres from various periods</i> ❑ <i>EII-R-4 interpret structure and organization from selected readings.</i> ❑ <i>EII-R- 5 identify authors’ points of view</i> ❑ <i>EII-R-7 understand vocabulary in context (e.g., “loaded” words, specialized vocabulary, connotation/denotation, jargon).</i> ❑ <i>EII-W-1 use writing-to-learn strategies such as note taking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3).</i> ❑ <i>EII-W-2 apply writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.</i> ❑ <i>ELA-EII-W-4 write personal pieces (personal essays) to communicate ideas.</i> ❑ <i>ELA-EII-W-5 use organizational signals (e.g.,</i> 		

Grade 10	Unit 4: “Around The World In 12 Days”- World Literature		Suggested Length: 2 Weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>bullets, lists, layout, charts, graphs, embedded visuals) in transactive writing to accomplish specific purposes and meet readers’ needs.</i></p> <ul style="list-style-type: none"> ❑ <i>ELA-EII-W-7 critique own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> ❑ <i>ELA-EII-SLO-3 practice critical listening, observing, and thinking skills</i> ❑ <i>ELA-EII-SLO-4 apply language structure and conventions for correctness, style, and tone in students’ own speaking.</i> 		

Grade 10	Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar		Suggested Length: 5 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Who is William Shakespeare and what effect has he made on literature?</p> <p>2. How is his work relevant today?</p> <p>3. Why is persuasive writing and important</p>	<p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> ❑ RD-10-1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2 ❑ RD-10-1.0.2 Students will make predictions based on what is read. DOK 2 ❑ RD-10-1.0.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2 ❑ RD-10-2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-10-2.0.6 Students will explain the main ideas of a passage and identify the key 	<ul style="list-style-type: none"> ❑ <i>Persuasive techniques</i> ❑ <i>Paraphrasing</i> ❑ <i>Dramatic irony</i> ❑ <i>Metaphor</i> ❑ <i>Foreshadowing</i> ❑ <i>Tone</i> ❑ <i>Style</i> ❑ <i>Theme</i> ❑ <i>Inference</i> ❑ <i>Characterization</i> ❑ <i>Personification</i> ❑ <i>Diction</i> ❑ <i>Compare/Contrast</i> ❑ <i>Causation</i> 	<ul style="list-style-type: none"> ❑ Summarize in notebook the life of William Shakespeare and Elizabethan Period from the text background information (762 – 768) ❑ Students will complete a SIM (stand alone instructional module) based on the readings and notes taken. ❑ Watch clips from United Streaming and Biography on ancient Rome and Julius Caesar and take notes. Students will discuss their preconceived notions about this time in history. ❑ Summarize as a group the historical information on Julius Caesar from pages 769 – 770 and put in notebooks ❑ Students will complete an opinionare with questions relating to themes in the play. They will get into

Grade 10	Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar		Suggested Length: 5 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>writing genre?</p> <p>4. Why is it important to study Roman culture?</p>	<p>ideas or information that support them. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-10-2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3 ❑ RD-10-3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ RD-10-3.0.5 Students will analyze an argument giving supporting evidence from the passage. DOK 3 ❑ RD-10-3.0.6 Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 ❑ RD-10-3.0.9 Students will explain the appropriateness of the author's content for an intended audience. DOK 3 ❑ RD-10-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage. ❑ RD-10-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3 ❑ RD-10-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3 ❑ RD-10-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 ❑ RD-10-5.0.5 Students will compare or contrast elements, views, ideas, events presented in one or more passages. DOK 4 	<ul style="list-style-type: none"> ❑ <i>Symbolism</i> ❑ <i>Verbal irony</i> ❑ <i>Mood</i> ❑ <i>Conflict</i> ❑ <i>Alliteration</i> ❑ <i>Assonance</i> ❑ <i>Apostrophe</i> ❑ Tragedy ❑ Anachronism ❑ Soliloquy ❑ Monologue ❑ Prologue ❑ Chorus ❑ Triumvirate ❑ Archaic terms no longer used in everyday speech ❑ Elizabethan Theater ❑ Elizabethan Actors ❑ Tragic hero ❑ Puns 	<ul style="list-style-type: none"> groups and debate their stance. ❑ Take notes over persuasive techniques and discuss why it is important to know them. ❑ Take notes over Puns and be able to recognize and explain the puns used in the play. Why do authors use puns? ❑ Identify specific literary terms (plot, character, setting, conflict, metaphors/similes, theme, point of view) as students read the play using guided, note-taking split notes ❑ Interpret and apply specialized Renaissance vocabulary ❑ Students will act out various scenes as selected by teacher and will “teach” the class their particular section. ❑ Students will watch various film productions of Julius Caesar and will create a Venn Diagram. ❑ Compare original text to modern text in parallel format. ❑ Interpret various scenes through oral presentations ❑ Apply previous knowledge of tragedy and tragic hero and create a Venn diagram on Elizabethan and Greek drama and present- day drama ❑ Students will learn how to document sources using MLA format, research a topic and finding credible sources, and how to effectively write a research paper. ❑ <u>Students will write a research paper choosing a topic from a list provided by the teacher about Roman history and will present this information to the class using either PowerPoint or some other form of media.</u> ❑ <u>Relate knowledge through teacher-created activities beginning with Act I and continuing through Act V: paraphrase, graphic organizers fill in the blank, short answer, essay, multiple choice, open response</u> ❑ <u>Paraphrase in group discussions each act and give some open response questions to assess</u> ❑ <u>Study and interpret Brutus and Anthony's famous funeral speeches and paraphrase them into student's own language</u>

Grade 10	Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar		Suggested Length: 5 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><input type="checkbox"/> RD-10-5.0.8 Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader’s understanding of a passage. DOK 3</p> <p><u>Core Content – Writing</u></p> <p><input type="checkbox"/> WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrowing the topic to present an idea, theme or thesis <input type="checkbox"/> Choosing a perspective authentic to the writer <input type="checkbox"/> Analyzing and addressing the needs of the intended audience <input type="checkbox"/> Adhering to the characteristics of the form <input type="checkbox"/> Applying a suitable tone <input type="checkbox"/> Allowing voice to emerge when appropriate DOK 4 <p><input type="checkbox"/> WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified, and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 		<ul style="list-style-type: none"> <input type="checkbox"/> <u>Answer several open response questions concerning the play using the writing strategies studied and following the scoring guide and rubric provided</u> <input type="checkbox"/> <u>Evaluate the play through multiple choice, listing and open response questions</u>

Grade 10	<i>Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar</i>		Suggested Length: 5 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> ❑ WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> ❑ Engaging the audience ❑ Establishing a context for reading when appropriate ❑ Communicating ideas and support in a meaningful order ❑ Applying transitions and transitional elements to guide the reader through the piece ❑ Developing effective closure DOK 3. ❑ WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> ❑ Applying a variety of structures and lengths ❑ Maintaining parallel structure ❑ Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 ❑ WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> ❑ Apply correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details, and sensory details ❑ Applying language appropriate to the content, purpose and audience DOK 2 ❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization 		

Grade 10	<i>Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar</i>		Suggested Length: 5 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporating acceptable departure from standard correctness to enhance meaning when appropriate <input type="checkbox"/> Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Work Cited page) DOK 2 <input type="checkbox"/> WR-HS-4.8.0 Prewriting: <ul style="list-style-type: none"> <input type="checkbox"/> Establishing a purpose and central/controlling idea or focus <input type="checkbox"/> Identifying and analyzing the audience <input type="checkbox"/> Determining the most appropriate form to meet the needs of purpose and audience <input type="checkbox"/> Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities) <input type="checkbox"/> Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information <input type="checkbox"/> WR-HS-4.9.0 Drafting <ul style="list-style-type: none"> <input type="checkbox"/> Writing draft(s) for an intended audience <input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use <input type="checkbox"/> WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, 		

<p>Grade 10</p>	<p><i>Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar</i></p>		<p>Suggested Length: 5 weeks</p>
<p>Essential Questions</p>	<p>Core Content and Program of Studies</p>	<p>Skills and Key Terms</p>	<p>Classroom Instruction and <u>Assessment</u> <i>Student will:</i></p>
	<p>rearrange, define/redefine, or elaborate content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions, pacing <input type="checkbox"/> Comparing with rubric criteria and anchor papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will narrow topic for selected writing. <input type="checkbox"/> Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. <input type="checkbox"/> Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). <input type="checkbox"/> Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> Students will compose effective and subtle transitions. <input type="checkbox"/> Students will develop effective introductions and closures for writing. <input type="checkbox"/> Students will apply appropriate usage of 		

<p>Grade 10</p>	<p><i>Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar</i></p>		<p>Suggested Length: 5 weeks</p>
<p>Essential Questions</p>	<p>Core Content and Program of Studies</p>	<p>Skills and Key Terms</p>	<p>Classroom Instruction and <u>Assessment</u> <i>Student will:</i></p>
	<p>parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development).</p> <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will eliminate redundant words and phrases <input type="checkbox"/> Students will apply the most specific word for use in a sentence <p><input type="checkbox"/> WR-HS-4.11.0 Editing (Conventions and Mechanics)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness with self, teacher or peer(s) <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills</p> <p>Language Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of subject/verb agreement with both singular and plural subjects. <input type="checkbox"/> Students will apply knowledge of present, past and future tenses. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of special 		

Grade 10	Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar		Suggested Length: 5 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> Student will:
	<p>problems in usage, (i.e., a/an, to/two/too, their/there/they’re), and pronoun references and double negatives.</p> <ul style="list-style-type: none"> ❑ Students will apply knowledge of idiomatic expressions. ❑ WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> ❑ Sharing final piece with intended audience <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ EII-R-2 read and analyze classic persuasive materials (e.g., speeches). ❑ EII-R-3 respond critically to and analyze a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance ❑ EII-R-5 identify authors’ points of view, persuasive and propaganda techniques, and facts/opinions, especially in persuasive passages. ❑ EII-R-7 understand vocabulary in context (e.g., “loaded” words, specialized vocabulary, connotation/denotation, jargon). ❑ EII-W-1 use writing-to-learn strategies such as note taking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3). ❑ EII-W-2 apply writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions. ❑ EII-W-3 write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment 		

Grade 10	Unit 5: “Friends, Romans, Countrymen, Gimme Your Ears”- Julius Caesar		Suggested Length: 5 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>to demonstrate learning) that demonstrate independent thinking about content and structure observed in persuasive reading.</i></p> <ul style="list-style-type: none"> ❑ <i>EII-SLO-1 analyze persuasive techniques when listening and observing to make informed decisions, and apply persuasive techniques when speaking (additional supporting Academic Expectations 5.1, 5.4).</i> ❑ <i>EII-SLO-2 develop and apply appropriate verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate).</i> ❑ <i>EII-SLO-3 practice critical listening, observing, and thinking skills to make informed judgments of and responses to persuasive media and performances (additional supporting Academic Expectations 5.1, 5.4).</i> ❑ <i>EII-SLO-4 apply language structure and conventions for correctness, style, and tone in students’ own speaking.</i> 		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and Program of Studies	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> Student will:

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What is the Holocaust and why is it important to study it? 2. What is a memoir? 3. How can literature help us to understand the past, present, and future? 4. How does extreme suffering effect one's perception of the world? 5. Why is it important to study historical literature? 	<p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> ❑ RD-10.1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2 ❑ RD-10.1.0.2 Students will make predictions based on what is read. DOK 2 ❑ RD-10.1.0.4 Students will interpret the meaning of jargon, dialect or specialized vocabulary found in a passage. DOK 2 ❑ RD-10.2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-10.2.0.3 Students will the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-10.2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3 ❑ RD-10.2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3 ❑ RD-10.3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ RD-10.4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-10.4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage. ❑ RD-10.5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and 	<ul style="list-style-type: none"> ❑ <i>Motif</i> ❑ <i>Style</i> ❑ <i>Tone</i> ❑ <i>Theme</i> ❑ <i>Symbolism</i> ❑ <i>Foreshadowing</i> ❑ <i>Inference</i> ❑ Point of view ❑ Setting ❑ Conflict ❑ Terms related to the Jewish faith and culture ❑ Memoir ❑ Holocaust ❑ Concentration Camp 	<ul style="list-style-type: none"> ❑ For background knowledge, students will take notes over the Holocaust using the Cornell style ❑ Students will have class and group discussions about the Holocaust after watching clips from documentaries and movies depicting the Holocaust. ❑ Students will define terms related to Jewish faith and culture. ❑ Based on the historical knowledge they have, students will predict what the story will be about. ❑ Students will read silently and aloud in class and take notes over literary elements as they are reading. ❑ Respond to a variety of non-fiction essays about WWII and the Holocaust. ❑ Analyze and interpret the story using teacher-guided activities. ❑ Students will use several reading strategies that will help them make meanings of the text including making connections. ❑ Compose journal entries or reflective writings that will later become sources for personal narrative topics ❑ Analyze content as it applies to students' lives or real world issues ❑ Make predictions and draw conclusions about a text using clues from the text ❑ Define and employ new vocabulary ❑ Write sentences using models, revise sentence fragments and sentence beginnings and correct run-on sentences ❑ <u>Students will complete a moments sheet in which they discuss significant passages in the story and analyze literary devices.</u> ❑ <u>Students will take an essay test at the end of each chapter.</u> ❑ <u>Students will create and answer DOK 3 and DOK 4 level questions and answer them in groups.</u> ❑ <u>Complete a comprehensive test over the novel.</u>

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>resolution, plot, structure) within a passage. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-10-5.0.3 Students will analyze the author’s use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 ❑ RD-10-5.0.9 Students will analyze the effectiveness of the organizational patterns in a passage (e.g. cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3 <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> ❑ WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> ❑ Narrowing the topic to present an idea, theme or thesis ❑ Choosing a perspective authentic to the writer ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form ❑ Applying a suitable tone ❑ Allowing voice to emerge when appropriate DOK 4 ❑ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified and suitable explanations ❑ Providing relevant elaboration 		<p><u>including questions pertaining to skills in which they will receive reading passages not yet read.</u></p> <ul style="list-style-type: none"> ❑ <u>Plan, draft, revise, edit, proof, and publish a personal narrative</u>

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 <input type="checkbox"/> WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <input type="checkbox"/> WR-HS-1.1.02 In Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary). <input type="checkbox"/> Students will apply characteristics of the selected form (e.g., short story, play/script, poem). <input type="checkbox"/> Students will sustain point of view. <input type="checkbox"/> Students will sustain a suitable tone or appropriate voice. <input type="checkbox"/> Students will apply fictional perspective in literary writing when appropriate. <input type="checkbox"/> WR-HS-1.2.2 In Personal Expressive /Literary Writing <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate theme/main idea through use of literary elements 		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>appropriate to the genre:</p> <ul style="list-style-type: none"> ❑ Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, actions, reactions, descriptions, thoughts, or dialogue when appropriate ❑ Students will develop plot/story line appropriate to form. ❑ Students will develop an appropriate setting, mood, scene, image or feeling. ❑ Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect. ❑ Students will incorporate reflection, insight and analysis when appropriate. <p>❑ WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by</p> <ul style="list-style-type: none"> ❑ Applying a variety of structures and lengths ❑ Maintaining parallel structure ❑ Developing complete and correct sentences unless using unconventional structures for effect when appropriate <p>DOK 3</p> <p>❑ WR-HS-3.5.0 Language: Students will exemplify effective language choices by</p> <ul style="list-style-type: none"> ❑ Language: Students will exemplify effective language correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details, and sensory details ❑ Applying language appropriate to the content, purpose, and audience <p>DOK 2</p>		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> ❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate ❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2 ❑ WR-HS-4.8.0 Prewriting: <ul style="list-style-type: none"> ❑ Establishing a purpose and central/controlling idea or focus ❑ Identifying and analyzing the audience ❑ Determining the most appropriate form to meet the needs of purpose and audience ❑ Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities) ❑ Organizing ideas –examining other models of good writing and appropriate text structures to match purpose and organize information ❑ WR-HS-4.9.0 Drafting <ul style="list-style-type: none"> ❑ Writing draft(s) for an intended audience ❑ Developing topic, elaborating ideas, exploring sentence variety and language use ❑ WR-HS-4.10.0 Revising (Content/Ideas) 		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Conferencing with teacher or peer(s) to help to determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions, pacing <input type="checkbox"/> Comparing with rubric criteria and anchor papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills</p> <p>Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will narrow topic for selected writing <input type="checkbox"/> Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness <input type="checkbox"/> Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts) <input type="checkbox"/> Students will delete extraneous/irrelevant materials <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. 		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will compose effective and subtle transitions. <input type="checkbox"/> Students will develop effective introductions and closures for writing. <input type="checkbox"/> Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will eliminate redundant words and phrases. <input type="checkbox"/> Students will apply the most specific word for use in a sentence. <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness with self, teacher or peer(s) <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills</p> <p>Language Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of subject/verb agreement with both singular and plural subjects. <input type="checkbox"/> Students will apply knowledge of present, past and future tenses. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of 		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>adjectives and adverbs.</p> <ul style="list-style-type: none"> ❑ Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they're), pronoun references and double negatives. ❑ Students will apply knowledge of idiomatic expressions. <ul style="list-style-type: none"> ❑ WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> ❑ Sharing final piece with intended audience <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>ELA-EIII-R-1 analyze and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, media) formats</i> ❑ <i>ELA-EIII-R- read and analyze classic and contemporary literature as representative of the many dimensions of the human experience.</i> ❑ <i>ELA-EIII-R-4 apply a knowledge of literary terms and concepts (e.g., theme, symbolism, tone) to analyze literature</i> ❑ <i>ELA-EIII-R-5 apply analytical reading skills to make connections to the real world</i> ❑ <i>ELA-EIII-R-7 interpret multiple meanings of vocabulary in context</i> ❑ <i>ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays)</i> ❑ <i>ELA-EIII-W-2 use writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions</i> 		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> ❑ <i>ELA-EIII-W-3 continue to develop transactive writing (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which applies knowledge of conventions of various print and nonprint (e.g., computers, electronic media) resources</i> ❑ <i>ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing</i> ❑ <i>ELA-EIII-W-5 tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations</i> ❑ <i>ELA-EIII-W-6 critique own and others' works based on criteria for effective writing, including awareness of audiences and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling)</i> ❑ <i>ELA-EIII-SLO-2 apply critical listening/observing skills to analyze nonprint (e.g., computers, electronic media) materials (additional supporting Academic Expectations 5.1)</i> ❑ <i>ELA-EIII-SLO-3 collaborate to solve problems (e.g. panel discussions, simulations) (additional supporting Academic Expectations 5.5)</i> ❑ <i>ELA-EIII-I-1 locate and analyze a variety of appropriate sources to obtain information for specific needs</i> ❑ <i>ELA-EIII-2 paraphrase and summarize to adapt information for specific purposes (additional supporting Academic Expectations 5.3)</i> ❑ <i>ELA-EIII-T-1 use a variety of multimedia tools (e.g., audio, video, computer</i> 		

Grade 10	Unit 6: The Holocaust and <i>Night</i> by Elie Wiesel		Suggested Length: 3-4 weeks
Essential Questions	Core Content and <i>Program of Studies</i>	Skills and Key Terms	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<i>presentation programs) to enhance presentations</i>		