

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 10 **Unit Name:** Where do I fit in? Exploring Identity and Culture through Literature

Quality Core Objectives:

Unit 2 Where Do I Fit In? Exploring Identity and Culture Through Literature	
A.2. Reading Strategies	<p>a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts</p> <p>b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)</p> <p>c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions</p> <p>d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts</p> <p>e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework</p>
A.3. Knowledge of Literary and Nonliterary Forms	d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's work <i>Black Boy</i> and Jacob Lawrence's paintings)
A.5. Author's Voice and Method	b. Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker's poem "Women")
A.8. Words and Their History	<p>a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)</p> <p>c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words</p> <p>h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>
B.1. Writing Process	<p>a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information</p> <p>c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p>

Unit 2 Where Do I Fit In? Exploring Identity and Culture Through Literature (continued)

B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
	f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
	b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
	f. Use strong action verbs, sensory details, vivid imagery, and precise words
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
	c. Demonstrate correct use of capitalization
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work

Purpose of the Unit:

Prerequisites: Ninth-grade English, Unit One

Daily Lesson Guide Excerpts from *Lord of the Flies* by William Golding will be embedded into daily bellringers that focus on grammar and syntax based on Don Killgallon's *Sentence Composing for High School* and the Plan Test

Day	Lesson Content and Objectives	Focus Questions/ Learning Targets	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	E.a. Review last year's PLAN results. Set goals for English test	I will be able to review previous PLAN scores and set goals.	Generating Hypotheses, Summarizing, Self-Reflection	Personal Response	Assessment: Personal Goal
2	E.a. Pre-test PLAN: English only	I will be able to practice test- taking strategies and self-assess.	Advance Questions, Summative assessment	Emotional/Intellect ual Safety, personal response	Assessment: PLAN Pre-Test Accommodation: Pre-AP students will complete Anthem on their own.
3	A.8.a., A.8.c., A.8.h., ACT Vocabulary Quiz Triage Test-Taking strategy	I will be able to utilize ACT Vocabulary in context. I will be able to practice the triage test- taking strategy on a practice English test.	Sadlier-Oxford Vocabulary assessment Notetaking, graphic organizers	Novelty	Assessment: Summative assessment Vocabulary Unit 2 Accommodation: Guided notes
4	A.2.c., Transitional Words and meanings Analyze introduction of Anthem for transitional words	I will be able to justify the uses of transitional words from a text.	Identifying similarities, notetaking	Clear/Modeled Expectations, Authenticity	Assessment: Exit Slip – students will identify transitional words and justify why an author would use such words Accommodation: Introduction to Anthem will be read aloud for

					English 10 and a think-aloud will be utilized
5-7	A.3.d., B.1.c, B.2.a., B.4.a, B.4.b., B.6.a., B.6.b., B.6.c. Review punctuation rules and guided practice; poetry response due	I will be able to identify correct and incorrect punctuation in context. I will be able to practice correct punctuation usage. I will be able to analyze and make personal connections to a poetry of my choice.	Nonlinguistic representations, graphic organizers	Clear/Modeled Expectations, learning with others, Novelty and Variety, Personal Reflection, Choice	Assessment: Peer editing,
8	A.2.b., A.2.d., A.5.b., B.1.c, B.4.a, B.5.e. Misplaced Modifier Doodles	I will be able to use images to represent sentence content. I will be able to edit misplaced modifiers.	Nonlinguistic representations	Choice, Novelty and Variety	Assessment: Students will edit sentences with misplaced modifiers, quiz over misplaced modifiers Accommodations: Complete some difficult misplaced modifiers together as a class
9-10	A.5.b., B.1.c, B.4.e., B.4.f., B.5.b., B.5.c., B.5.d. Verb Tenses chart and practice with parallelism	I will be able to identify various verb tenses and edit them correctly. I will be able to identify incorrect usage of parallel structure and implement parallelism.	Graphic organizers	Clear/Modeled Expectations	Assessment: students will edit sentences with non-parallel structure Accommodations: A verb-tense chart will be used to take notes; All verb tenses will be covered in Pre-AP, including perfect tenses, while only past, present, future verb tenses will be discussed in English 10

11	B.4.e Justify why multiple choice answers are right/wrong from practice PLAN tests.	I will be able to justify why/why not multiple choice answers are correct on a practice PLAN.	Identifying similarities/differences, summarizing	Learning with Others	Assessment: Students work in groups of 4 determine right answers for a practice PLAN test with justifications Accommodations: Students are placed in groups purposefully and assigned specific duties
12	E.a., B.4.a., B.4.b., B.4.e., B.4.f., B.5.a-e., B.6.a-c. English PLAN post-test	I will be able to implement triage test-taking strategies on a practice PLAN English test.	Summative assessment, testing hypotheses	Emotional/Intellectual Safety	Assessment: Summative, post-test Accommodations: students with testing accommodations were granted
13	A.8.a., A.8.c., A.8.h., B.5.a. ACT vocabulary quiz; Apostrophes and commonly confused words	I will be able to use ACT Vocabulary in context.	Sadlier-Oxford Vocabulary assessment, graphic organizer	Authenticity, Learning with Others,	Assessment: Summative, Vocabulary Unit 3 Accommodations: students with testing accommodations were granted
14	E.a. Review results, set goals for PLAN test, review good faith effort and incentives	I will be able to self-reflect on growth and progress and set goals for the PLAN test.	Self-Reflection, generating hypotheses	Personal Response	Assessment: Self-Reflection on growth between pre- and post-test Accommodations: students had one-on-one conferences about goal-setting
15	E.a., B.4.a., B.4.b., B.4.e., B.4.f., B.5.a-e., B.6.a-c. PLAN test	I will be able to implement triage test-taking strategies.	Testing Hypotheses	Sense of Audience	Assessment: State Assessment – PLAN Accommodations: students with testing accommodations were granted
16	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e., A.4.a., A.7.a., B.1.a., E.a.	I will be able to identify similarities and	Identifying similarities/differences, graphic organizers,	Personal Response, Novelty & Variety	Assessment: students will complete a venn diagram while reading and watching clips

	Read Ch. 1-2 Anthem Hunger Games clips, use Venn diagram to compare and contrast	differences in the societies of Anthem and Hunger Games.	nonlinguistic representations		Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
17	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e, A.3.d., A.4.a., A.7.a., B.1.a., B.2.a., E.a. Read Ch. 3-7 Anthem Hunger Games clips, Use Venn diagram to compare and contrast; Poetry Response due	I will be able to analyze similarities and differences between the societies. I will be able to analyze and make personal connections to a poem of my choice.	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Learning with Others, Novelty & Variety, Personal Reflection, Choice	Assessment: students will complete a venn diagram while reading and watching clips Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
18	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e, A.4.a., A.7.a., B.1.a., E.a. Read Ch. 8-12 Anthem Hunger Games clips, Use Venn diagram to compare and contrast	I will be able to analyze similarities in theme between the texts.	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Learning with Others, Novelty & Variety	Assessment: students will complete a venn diagram while reading and watching clips Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
19	A.2.e, A.7.a., B.1.a., B.1.c, B.2.f., B.3.a., B.3.b, B.3.c Finish Hunger Games clips, Finish reading from Anthem Write an on-demand open response defending actions of characters/defending, challenging, qualifying	I will be able to defend, challenge, or qualify the actions of characters in both societies, noting similarities in theme/actions.	Identifying similarities and differences	Choice, Personal Response	Assessment: Students will complete an on-demand writing prompt that will fulfill the first trimester's writing plan requirement: Anecdote related to evidence to support argument

	theme-based quote				
--	--------------------------	--	--	--	--