

THS Curriculum Unit English

Course: English 12

Grade: 12

Unit Names: Shared Leadership: The Responsibility of the Electorate

Essential Questions:

- What are the responsibilities of the people to maintain a government that is of the people, by the people, and for the people?
- What are the indicators that our elected leaders are no longer upholding our constitutional rights? What are the warning signs? How do we heed them? What are appropriate actions?
- What are the reciprocal responsibilities of the elected and the electorate?
- What makes a good leader?
- Under what circumstances will I be a leader or a follower?
- What kind of world do I want to live in?
- How will I use my influence and leadership to create the world in which I want to live?
- What responsibility do I have to society?
- What can I do to avoid repeating mistakes made in history?
- How can I create the world in which I want to live?
- What leadership skills have I developed?

Suggested Time Frame: Eight Weeks

Common Core Standards Covered:

- RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- W.11-12.1b: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- W.11-12.1d: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SL.11-12.1a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11--12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.11-12.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

Materials Used:

- George Orwell's *Animal Farm* and *1984*
- *The American Experience: Sit Down and Fight: Walter Reuther and the Rise of the Auto Workers Union* VHS
- *Worse Than War*, Goldhagen DVD
- *Write for College* by Sebranck, Meyer, and Kemper

Major Themes/Concepts:

- The rights and responsibilities of the people.
- Economic, political, social indicators that predict inequity.
- The use and abuse of power.
- The quality of leadership is determined by the involvement of the electorate.
- Leadership is a reflection of the majority of the electorate.
- Today's world demands an informed, involved, and engaged electorate to maintain a government of the people, for the people, and by the people.
- Leadership is a shared responsibility of the leaders and of those being led.
- A component of responsible citizenship is knowing which leader to follow.
- Freedom is not license, but responsibility. With freedom comes responsibility.

Assessments:

- Journal writing, oral presentations, quizzes, objective tests, essay tests

THS Curriculum Unit English

Course: English 12

Grade: 12

Unit Names: The Power of the Story: Inspiring Passion, Purpose, and Leadership Potential

Essential Questions:

- What qualities do effective leaders share?
- How do you live a life that will inspire others?
- How can you lead through relationships with people as opposed to leading through control over people?
- How do ordinary people transform into extraordinary individuals?
- What factors influence the development of leadership qualities?

Suggested Time Frame: Four Weeks

Common Core Standards Covered:

- RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- W.11-12.3a: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SL.11-12.1a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.11-12.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

Materials Used:

- Zora Hurston's *Their Eyes Were Watching God*
- *Write for College* by Sebranek, Meyer, and Kemper

Major Themes/Concepts:

- Finding passion, purpose, and leadership potential through stories
- Finding one's own story
- Defining the function of leadership
- Analyzing the power of story
- Analyzing stories to identify values and qualities of leadership
- Evaluating leadership potential

Assessments:

- Journal writing, oral presentations, quizzes, objective tests, formal essays

THS Curriculum Unit English

Course: English 10, English 10 Honors

Grade: 10

Unit Names (s): Contemporary Realistic Fiction, Novel, Satire / GfW Chapters 2, 3

Essential Questions:

- How do I communicate truth? How can a person discover the truth about others?
- What voice do I use to be heard?
- Where do I see the satire in my life?
- How are we products of society?
- How can I influence positive changes in social behavior?
- What prejudices are we taught?
- What is my responsibility for my own actions?
- How can I apply my knowledge of phrases and clauses in grammar to improve my writing?

Suggested Time Frame: 9 Weeks

Common Core Standards Covered:

- 10.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 10.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 10.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
- 10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- 10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials Used: (textbooks, websites, videos, etc...)

- McDougal Littell Literature: American Literature Anthology, McDougal Littell Grammar for Writing and Workbook, Write Source Write for College, The Adventures of Huckleberry Finn

Major Themes/ Concepts:

- Racial Prejudice, Slavery, Civil Rights, Civil Disobedience, Nonconformity, Bonds of Friendship, major literary terms (Regionalism, Dialect, Naturalism, Author's Perspective)
- Identifying five types of phrases and using them effectively in writing; forming independent and subordinate clauses; varying sentence structure in writing; identifying fragments and run-ons

Assessments:

- Literary terms quiz, reading comprehension (Huck Finn) quizzes & questions, Huck Finn Unit Essay Test, GfW Grammar Assignments, GfW Chapter 3 Test, Chapter 4 Test

THS English Curriculum- 2nd Marking Period -Unit II

Course: English 11, English 11 Honors, SE-English 11

Grade: 11

Unit II: Transformational Thinking, Informed Decision- Making: The Renaissance Era/ GfW Chapters 3,4 & review, Poetry Terms and DEAR

Essential Questions:

- Which decisions I make today will affect me for my entire life?
- When is loyalty to myself and my own values more important than loyalty to a friend?
- How can I invent new opportunities?
- How do I develop a realistic plan for the future?
- How does imagery make things more real, or make a particular version of reality more convincing?
- Can one have the right information and make the wrong decision? Explain, using an example from Hamlet.

Suggested Time Frame: 8 Weeks

Common Core Standards Covered:

- 11.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 11.RL.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 11.RL.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- 11.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 11.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- 11.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- 11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- RH.11-12.6: Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

Materials Used: (textbooks, websites, videos, etc...)

- McDougal Littell Literature; British Literature Anthology, McDougal Littell Grammar for Writing and Workbook, Write Source Write for College, "Powerpoint questions": "Journals 1-3": Hamlet by William Shakespeare, : William Shakespeare-"A Life of Drama"- Biography DVD (1996); and Hamlet Quotes

Major Themes/ Concepts: (Tragedy)

- Decision vs. Indecision Action vs. Interaction Vision
Loyalty vs. Betrayal Revenge vs. Forgiveness Consequences/forward thinking
Appearances vs. Reality Decisions determine destiny Bias skews all decisions
- Literary Terms: genre, drama, characterization, character types-(round, flat, stock), protagonist, antagonist, dialogue, monologue, theme, dramatic conventions, plot, symbolism, irony-(verbal, situational and dramatic), soliloquy, analyze, allusion, coherence, conscience, metaphors, puns, tragedy, verse, conflict (2 types) -internal and external, foreshadowing, simile, allegory, and dramatic foil
- Grammar: Using clauses, kinds of clauses, adjective and adverb clauses, Sentence structure, fragments and run-ons, sentence diagramming using verbs, principal parts of verbs, verb tenses, active and passive voice, moods of verbs, problems with verbs, subject-verb agreement, agreement in person and number, indefinite pronouns, as subjects; compound subjects confusing subjects, and special agreement problems

Assessments:

- Literary terms quiz, reading comprehension (Hamlet) quizzes & questions, Hamlet Unit Essay Test, sonnet and poetry interpretations, GfW Grammar Assignments, GfW Review Test, Chapter 3, 4, and Test
- Grammar chapter quizzes and tests.

Suggested Written Assignments:

- Partner-Take a Hamlet quote you are assigned and research its interpretation, then dramatically present its meaning, and give an example of how it was use in the play.
- Rewrite the final scene of the play to have a positive ending.
- Read Chess Article- Paraphrase; How can learning to play chess help one to make better decisions?
- Select one of the themes from Hamlet and write a reflection paper using examples from Hamlet.
- Each of the five groups will write three test questions from the Act they're group was assigned to coral read, two vocabulary words from that Act, and one essay question based on a theme from Hamlet.

- Write an essay about important decisions you have made, decisions about your future, a vision statement, a career plan, and how you affect the world around you.
- Compare and contrast, in terms of symbols, the power of fear, coping with unforeseen circumstances, internal conflict, or loyalty vs. betrayal; between the characters in Hamlet.

THS Curriculum Unit English

Course: English 11, English 11 Honors

Grade: 11

Unit Names (s): Power of Language to Transform Lives B: Medieval Romance/ GfW Chapter 2-3

Essential Questions:

- How does the interpretation of language impact decision making?
- How can studying the past lead to new opportunities for the future?
- How do the heroes who are immortalized in literature reflect the cultural values of the time?
- How have modern-day icons used language to transform our thinking?
- How do you differentiate between a noun, verb, and adverb? How can I use parts of speech effectively?
- What are the essential parts of a predicate? How do you know when a verb or verb phrase is present?
- What are the six major kinds of phrases, and how can you use them effectively in your writing?

Suggested Time Frame: 4-5 Weeks

Common Core Standards Covered:

- 11.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 11.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 11.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- 11.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials Used: (textbooks, websites, videos, etc...)

- McDougal Littell Literature: British Literature Anthology, McDougal Littell Grammar for Writing and Workbook, Write Source Write for College, Powerpoint: "The Power of Language to Transform Lives B", Powerpoint: "Journals 4-6",
- The Canterbury Tales
 - The General Prologue
 - The Wife of Bath's Tale
 - The Nun's Priest's Tale
 - The Pardoner's Tale
 - The Knight's Tale (Optional)
 - The Miller's Tale (Optional)
- Sir Gawain and The Green Knight
- Le Morte d'Arthur

Major Themes/ Concepts:

- Frame story, direct and indirect characterization, static and dynamic characters, flat and round characters, code of chivalry, courtly love, characteristics of medieval romance, Chaucer author study, differentiating and identifying irony (verbal, situational, dramatic)
- Identifying phrases (prepositional, appositive, gerund, infinitive and participial); identifying clauses and the words that introduce them; differentiating between noun, adjective and adverb clauses; classifying sentence by structure (S, CD, CX, CD-CX) and type (declarative, imperative, interrogative, exclamatory)

Assessments:

- Literary terms quiz B , reading comprehension (Canterbury Tales) quizzes & questions, Chaucer Unit Essay Test, GfW Grammar Assignments, GfW Chapter 2 Test, GfW Chapter 3 Test

THS Curriculum Unit English

Course: English 11, English 11 Honors

Grade: 11

Unit Names (s): Power of Language to Transform Lives A: Anglo-Saxon Literature A / GfW Chapters Review-1

Essential Questions:

- How does the interpretation of language impact decision making?
- How can studying the past lead to new opportunities for the future?

- How do the heroes who are immortalized in literature reflect the cultural values of the time?
- How have modern-day icons used language to transform our thinking?
- How do you differentiate between a noun, verb, and adverb? How can I use parts of speech effectively?
- What are the essential parts of a predicate? How do you know when a verb or verb phrase is present?
- What are the six major kinds of phrases, and how can you use them effectively in your writing?

Suggested Time Frame: 4 Weeks

Common Core Standards Covered:

- 11.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 11.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 11.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- 11.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials Used: (textbooks, websites, videos, etc...)

- McDougal Littell Literature: British Literature Anthology, McDougal Littell Grammar for Writing and Workbook, Write Source Write for College, Powerpoint: "The Power of Language to Transform Lives", Powerpoint: "Journals 1-3", Beowulf, Beowulf DVD (2007);

Major Themes/ Concepts:

- Oral Tradition, Epic, Epic Heroes, Anglo-Saxon Riddles, Freytag's Pyramid, major poetry terms (kenning, caesura, alliteration, simile, metaphor, epithetic, lyric poem, imagery)
- Identifying parts of speech and using them effectively in writing; compound subjects & predicates, direct objects, indirect objects, predicate nominatives, predicate adjectives; differentiation of action, linking and helping verbs

Assessments:

- Literary terms quiz, reading comprehension (Beowulf) quizzes & questions, Beowulf Unit Essay Test, GfW Grammar Assignments, GfW Review Test, Chapter 1 Test

THS Curriculum Unit English

Course: English 11, English 11 Honors

Grade: 11

Unit Names (s): Power of Language to Transform Lives B: Medieval Romance/ GfW Chapter 2

Essential Questions:

- How does the interpretation of language impact decision making?
- How can studying the past lead to new opportunities for the future?
- How do the heroes who are immortalized in literature reflect the cultural values of the time?
- How have modern-day icons used language to transform our thinking?
- How do you differentiate between a noun, verb, and adverb? How can I use parts of speech effectively?
- What are the essential parts of a predicate? How do you know when a verb or verb phrase is present?
- What are the six major kinds of phrases, and how can you use them effectively in your writing?

Suggested Time Frame: 4-5 Weeks

Common Core Standards Covered:

- 11.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 11.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 11.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- 11.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials Used: (textbooks, websites, videos, etc...)

- McDougal Littell Literature: British Literature Anthology, McDougal Littell Grammar for Writing and Workbook, Write Source Write for College, Powerpoint: "The Power of Language to Transform Lives B", Powerpoint: "Journals 4-6",
- The Canterbury Tales
 - The General Prologue

- The Wife of Bath's Tale
- The Nun's Priest's Tale
- The Pardoner's Tale
- The Knight's Tale (Optional)
- The Miller's Tale (Optional)
- Sir Gawain and The Green Knight
- Le Morte d'Arthur

Major Themes/ Concepts:

- Frame story, direct and indirect characterization, static and dynamic characters, flat and round characters, code of chivalry, courtly love, characteristics of medieval romance, Chaucer author study, differentiating and identifying irony (verbal, situational, dramatic)
- Identifying phrases (prepositional, appositive, gerund, infinitive and participial); identifying clauses and the words that introduce them; differentiating between noun, adjective and adverb clauses; classifying sentence by structure (S, CD, CX, CD-CX) and type (declarative, imperative, interrogative, exclamatory)

Assessments:

- Literary terms quiz B , reading comprehension (Canterbury Tales) quizzes & questions, Chaucer Unit Essay Test, GfW Grammar Assignments, GfW Chapter 2 Test

THS English Curriculum- 2nd Marking Period- Unit II

Course: English 9, English 9 Honors

Grade: 9

Unit Names (s): Characterization and Point of View / GfW Chapters 3 & 4

Essential Questions:

- How does point of view influence how a story is told?
- How can character traits and motivation lead to a character being memorable?
- What are the specific methods of characterization (direct, indirect, etc.)?
- What are the different points of view?
- How do you use phrases in writing?
- What are the separate kinds of clauses?
- How do you differentiate the four classified structures of sentences?

Suggested Time Frame: 8 Weeks

Common Core Standards Covered:

- 9.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 9.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 9.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 9.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- 9.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 9.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- 9.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 9.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 9.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials Used: (textbooks, websites, videos, etc...)

- McDougal Littell Literature: Anthology, McDougal Littell Grammar for Writing and Workbook
- Suggested Titles: "Pancakes" (194), "The Necklace" (208), "Hamadi" (224), excerpt from *I Know Why the Caged Bird Sings* (238), "Blind to Failure" (252), "Rosa Parks" (276), *To Kill a Mockingbird*.

Major Themes/ Concepts:

- Self-Reliance, personal reflection, characterization, point of view, informational text, character traits and motivation, using phrases: prepositional, appositive, participial, and gerund, and infinitive phrases; kinds of clauses: independent, subordinate, adjective and adverb, and noun clauses; sentence structure: simple, compound, complex, and compound-complex sentences.
- Writing Focus: Compare/Contrast Essay

Assessments:

- Literary terms quiz, reading comprehension quizzes & questions, Unit 2 Test, GfW Grammar Assignments, Chapter 3 & 4 Tests