

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Lyceum Academy Comp Lit 1 A/B</i>				Course Code	<i>[Office use only]</i>
Transcript Title:	<i>Lyceum Academy Comp Lit 1 A/B</i>	Grades Levels:	<i>9</i>	Board Adoption Date:		
Content Area:	<i>English Language Arts</i>	GPA Scale:	<i>4.0</i>	Date Course Submitted:	<i>January 13, 2021</i>	
Credential Required:	<i>Single Subject English</i>	Graduation Subject Areas:	<i>English Language Arts</i>	CALPADS Code:		
UC/CSU "A-G" Area Approvals:	<i>Yes</i>	School Site/person that wrote and submitted the course:			<i>Estancia HS/Marian Dickey</i>	
Recommend Skills:	<i>Reading at or above grade level</i>					
Next course(s):	<i>Comp Lit 2 A/B</i>					
Textbook to be used:	<i>Timeless Voices, Timeless Themes Gold Level (already approved and available on campus)</i>					

COURSE DESCRIPTION *(catalog summary):*

Lyceum Comp Lit I A/B is designed to prepare high performing college bound students to engage a diverse array of classic and contemporary works in mediums ranging from text, video, audio, and other multimedia formats. This course will completely include all skills taught in Comp Lit 1 A/B, but also include a concentrated focus on research, public speaking and publication in order to prepare students for the AP Seminar and Research Courses. The Comp Lit 1A/B course curriculum is based on the Common Core Standards, and provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills by examining various text types and their functions and by crafting arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct research projects and will participate in a range of collaborative discussions integrating multiple sources of information. They will participate in writing contests, learning to write for a specific audience, as well as present a poem based on a specific theme in front of a public audience as part of the Lyceum Colloquium held each spring.

GOALS *(expected performance outcomes for students):*

Students will:

1. Demonstrate independence by comprehending and evaluating grade-level texts across a range of types and disciplines so that they can construct effective arguments and articulate their own ideas.
2. Build strong content knowledge by reading purposefully and listening attentively in order to engage with works of quality and substance.

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3. Respond in speaking and writing to the varying demands of audience, task, purpose, and discipline.
4. Engage in open-minded, but discerning conversations surrounding texts in order to question an author's or speaker's assumptions by assessing the veracity of claims and soundness of reasoning.
5. Use and value evidence when supporting their own points in writing and speaking, making their reasoning clear.
6. Use technology and digital media responsibly, strategically, and capably.
7. Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
8. Vicariously inhabit worlds and experiences much different than their own by reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews.
9. Connect their present learning with their future learning by developing an educationally mature mindset.

Adapted from the Common Core "Habits of Mind"

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

Reading- Literature

RL 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 9.2 Determine a theme or central idea of a text and analyze in detail 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.

RL 9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9.5 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.

RL 9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL 9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

RL 9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL 9.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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Reading-Informational

RI 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 9.2 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.

RI 9.3 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.

RI 9.4 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).

RI 9.5 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).

a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

RI 9.6 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.

RI 9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI 9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI 9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RI 9.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

W 9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W 9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well - chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain - specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W 9.3 Write narratives to develop real or imagined experiences or events using effective technique, well - chosen details, and well - structured event sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W 9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W 9.5 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 9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W 9.7 Conduct short as well as more sustained research projects to answer a question (including a self - generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W 9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.
- W 9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- W 9.10 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.

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Speaking and Listening

SL 9.1 Initiate and participate effectively in a range of collaborative discussions (one - on - one, in groups, and teacher - led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. 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.

b. Work with peers to set rules for collegial discussions and decision - making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL 9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL 9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL 9.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.

b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect.

SL 9.5 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.

SL 9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated

Language

L 9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L 9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

L 10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

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L 9.4 Determine or clarify the meaning of unknown and multiple - meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes.

c. Consult general and specialized reference materials (e.g., college level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase.

L 9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

L 9.6 Acquire and use accurately general academic and domain - specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EVALUATION (*how the effectiveness of the course will be monitored and assessed*): Students will be given a reading benchmark assessment three times a year, with opportunities for reviewing of concepts. Speaking and listening standards will be evaluated through class discussions, electronic discussion boards, and formal and informal presentations live in class and through submitted video recordings. Narrative, analytical/informative, and argumentative/persuasive writing will be assessed throughout the year. Writing will be assessed with common rubrics based on the various modalities using Turnitin.com as the submission platform. When appropriate, SBAC or Pre-AP passage analysis assessments will be given at the end of a unit that includes a major piece of literature.

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Unit 1	Length of Unit : 3-4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Roots of Storytelling</i> Ancient Mythology from different cultures and the concept of the hero.	<i>Plot</i> <i>Theme</i> <i>Characterization</i> <i>Conflict</i> <i>Tone</i> <i>Irony</i> <i>Foreshadowing</i> <i>Flashback</i> <i>Audience</i> <i>Speaker</i> <i>Tone</i> <i>Purpose</i> <i>Occasion</i> <i>Suspense</i> <i>Symbolism</i> <i>Imagery</i> <i>Point of View</i> <i>Irony</i> <i>Motif</i> <i>Cause & Effect</i>	Reading for Literature RL 9.1 Cite strong and thorough textual evidence RL 9.2 Determine a theme or central idea of a text RL 9.3 Analyze how complex characters develop over the course of a text RL 9.4 Determine the meaning of words and phrases RL 9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, RL 9.7 Analyze the representation of a subject or a key scene in two different artistic mediums Speaking and Listening SL 9.1 Engage effectively in collaborative discussions	Essential Questions: How did the earlier civilizations share and teach their stories through lessons? What is the right action? What is a hero? What does it mean to be heroic? Why do we need heroes? What is the purpose of the hero in literature and society? How are you your own hero? Big Idea: The human condition in relation to other forces is universal and timeless. Model Tasks: Read aloud in class with verbal check for understanding. Self-select stories from a source to compare and contrast. Short written responses using digital discussion boards. Respond to the idea of heroes in a hyperdoc by performing various tasks. Create graphic organizers that compare and contrast the characters' actions and the consequences of their actions.	<i>The Odyssey</i> (Homer) (in <i>Timeless Voices, Timeless Themes</i>) Various world myths (digital and print access) CommonLit short articles and poetry
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers, such as Venn diagrams, sequence and Tcharts, dialectical journaling, and open minds. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Students will participate in electronic discussion boards using applications like Padlet to see each other's ideas. Product: Student-selected essay and task topics that relate to theme.		

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	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small-group discussions, synthesis of multiple texts Product: Student-selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence		
Evaluation	Formative Assessments <i>(ongoing & mid-lesson):</i> Informal and formal check for understanding <i>Teacher observation of class discussions</i> <i>Annotated readings</i> <i>Quick writes/ Digital discussion board participation</i> <i>SBAC style passage practice</i>			
	Summative Assessments <i>(unit final evaluation):</i> <i>Writing – Narrative and Informational</i> <i>Speaking- Historical Narrative Speech to class based on interview and research</i>			

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Unit 2	Length of Unit: 10-12 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<p><i>Voices in Storytelling Part I (Narratives and Point of View)</i></p> <p>Students will learn the process of growth and development as a result of recognizing human folly, catharsis, and transformation in literature, both fiction and nonfiction.</p>	<p><i>Plot</i> <i>Theme</i> <i>Characterization</i> <i>Conflict</i> <i>Tone</i> <i>Irony</i> <i>Foreshadowing</i> <i>Flashback</i> <i>Audience</i> <i>Speaker</i> <i>Tone</i> <i>Purpose</i> <i>Occasion</i> <i>Suspense</i> <i>Symbolism</i> <i>Imagery</i> <i>Point of View</i> <i>Irony</i> <i>Motif</i> <i>Cause & Effect</i> <i>Bildungsroman</i></p>	<p>Reading for Literature RL 9.1 Cite strong textual evidence RL 9.2 Determine the theme RL 9.3 Analyze complex characters Craft and Structure RL 9.4 Determine the figurative and connotative meanings of words and phrases RL 9.5 Analyze the author's choices concerning structure RL 9.6 – Analyze a particular point of view Language Integration of Knowledge and Ideas RL 9.9- Analyze how an author draws on and transforms source material in specific work Range of Reading RL 9.10 Read and comprehend literature Language Conventions of Standard English L 9.1 Demonstrate command of standard English usage L 9.2 Demonstrate command of capitalization, punctuation, and spelling Vocabulary Acquisition and Use L 9.5- Determine figurative language and nuances in word meaning W 9.3 Write a narrative W 9.5 Develop and strengthen writing through planning, revising, editing, and rewriting W 9.6 Demonstrate an appropriate use of technology Speaking and Listening SL 9.1 Engage effectively in collaborative discussions</p>	<p>Essential Question: How does the understanding of narration empower the individual? Big Idea: Fosters understanding of the self, others, and the community in order for people to move forward with social injustices.</p> <p>Model Tasks: 1. Read and analyze narrative text and the techniques authors use to convey their message 2. Discuss themes, characterization, and plot. 3. Write reflective and analytical responses to literature 4. Write a narrative. 5. Write an informative essay. 6. Perform and interview and give a narrative speech presentation.</p>	<p>Primary Texts: <i>House on Mango Street</i> (Cisneros) <i>To Kill a Mockingbird</i> (Lee), <i>Maus</i> (Spiegelman)</p> <p>CommonLit short articles and poetry</p> <p>Non-Fiction articles to supplement the history of the novel's time period and the injustices that occurred.</p>

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Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers, such as Venn diagrams, sequence and Tcharts, dialectical journaling, and open minds. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Students will participate in electronic discussion boards using applications like Padlet to see each other’s ideas. Teacher provides sentence frames, model sentences from author (copy/change activities), and metacognitive strategies. Collaboration through think-pair-share, cooperative groupings, and peer edits. Product: Student-selected essay and task topics that relate to theme Content: Readings can be found in alternate forms to have increased exposure through different types of media in order to learn the story. Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Product: Student-selected essay and task topics that relate to themes.		
	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small-group discussions, synthesis of multiple texts Product: Student-selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence		
Evaluation	Formative Assessments (ongoing & mid-lesson): Teacher observation of class discussions Annotated readings Quick writes/ Digital discussion board participation SBAC style passage practice Student video responses using applications such as Flipgrid and Screencastify or upload to Schoology			
	Summative Assessments (unit final evaluation): Writing: Informative Speaking: Informative			

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Unit 3	Length of Unit : 2-3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Elements of Storytelling</i> <i>Recognizing authors' techniques within the text</i>	Voice Purpose Audience Tone Theme Point of View Characterization Setting Dialect	Reading for Literature <i>Key Ideas and Details</i> RL 9.1 Cite strong textual evidence RL 9.2 Determine theme RL 9.3 Analyze how complex characters develop over the course of a text <i>Craft and Structure</i> RL 9.6 Analyze a particular point of view or cultural experience is reflected in a work Integration of Knowledge and Ideas RL 9.9 Analyze how an author transforms source materials <i>Range of Reading</i> RL 9.10 Read and comprehend literature Reading for Information <i>Key Ideas and Details</i> RI 9.1 Cite textual evidence RI 9.2 Determine the central Idea RI 9.3 Analyze how the author unfolds an analysis <i>Craft and Structure</i> RI 9.4 Determine meaning of words RI 9.5 Evaluate an author's ideas or claims are developed	Essential Question: What strategies does an author employ to present a complete story? Big Idea: Effective storytelling is a high art that is consciously crafted. Model Tasks: 1. Cite textual evidence to support analysis of informational and narrative text and the techniques authors use to convey their argument. 2. Discuss author's choice, point of view, themes, characterization, and plot. 3. Write reflective and analytical responses to literature using textual evidence. 4. Writing Focus: Student choice of narrative, informative, argumentative	<i>Of Mice and Men-</i> (Steinbeck) Non-Fiction articles relating to California in the 1930's CommonLit short articles

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		RI 9.6 Analyze an author's point of view and purpose Integration of Knowledge and Ideas RI 9.7 Compare various accounts told in different mediums RI 9.8 Evaluate the argument Writing Production and Distribution of Writing <i>W 9.5 Develop and strengthen writing as needed</i> Speaking and Listening Comprehension and Collaboration <i>LS 9.1 Initiate and participate in a range of collaborative discussions</i>		
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded with graphic organizers Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Teacher provides sentence frames, model sentences from author (copy/change activities), and metacognitive strategies. Collaboration through think-pair-share, cooperative groupings, and peer edits. Product: Student-selected essay and task topics that relate to theme		
	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small group discussions, synthesis of multiple texts Product: Student selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Class discussion including activities such as Socratic Seminar, Fishbowl, and Digital Discussion Boards</i> <i>Annotations</i>			

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	Summative Assessments (unit final evaluation): SBAC style passage assessment Writing: Informative		

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Unit 4	Length of Unit: 5-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Voices in Storytelling Part II- Charles Dickens' Great Expectations</i>	<i>Plot</i> <i>Theme</i> <i>Characterization</i> <i>Conflict</i> <i>Setting</i> <i>Tone</i> <i>Irony</i> <i>Foreshadowing</i> <i>Flashback</i> <i>Speaker</i> <i>Tone</i> <i>Purpose</i> <i>Occasion</i> <i>Suspense</i> <i>Symbolism</i> <i>Imagery</i> <i>Point of View</i> <i>Irony</i> <i>Motif</i> <i>Cause & Effect</i> <i>Bildungsroman</i>	Reading for Literature RL 9.1 Cite strong textual evidence RL 9.2 Determine the theme RL 9.3 Analyze complex characters Craft and Structure RL 9.4 Determine the figurative and connotative meanings of words and phrases RL 9.5 Analyze the author's choices concerning structure RL 9.6 – Analyze a particular point of view Range of Reading RL 9.10 Read and comprehend literature Language Conventions of Standard English L 9.1 Demonstrate command of standard English usage L 9.2 Demonstrate command of capitalization, punctuation, and spelling Vocabulary Acquisition and Use L 9.5- Determine figurative language and nuances in word meaning W 9.5 Develop and strengthen writing through planning, revising, editing, and rewriting W 9.6 Demonstrate an appropriate use of technology Speaking and Listening SL 9.1 Engage effectively in collaborative discussions	Essential Question: How does life experience change us? Big Idea: While people change as they mature and experience life, our roots still define who we are. Model Tasks: <ol style="list-style-type: none"> 1. Annotation of text in order to deepen understanding of language and plot: ask questions while reading in order to stay engaged in the story. 2. Character profiles. 3. Keeping track of complicated plot development. 4. Short written responses using digital discussion boards. 5. Write reflective and analytical responses to literature using textual evidence. 6. Writing Focus: Student choice of Informative or argumentative. 	<i>Great Expectations</i> (Dickens) A & E Life of Dickens BBC "Great Expectations" Non-fiction articles about London during the 19 th century

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Differentiation	Support -- for students who are struggling with the content	Content: Support videos and chapter by chapter analysis help available digitally. Process: Small group support, time. Product: Student-selected essay and task topics that demonstrate understanding.		
	Extension – for high achieving students.	Content: <i>Extended reading of work by the same author.</i> Process: <i>Models understanding of text to peers.</i> Product: Student selected essay and task topics that relate to theme Increased use of creative discussion and textual evidence		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Class discussion including activities such as demonstrating and sharing annotations, recorded video responses, digital discussion boards</i> <i>Annotations</i>			
	Summative Assessments (unit final evaluation): <i>Pre-AP style passage assessment</i>			

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Unit 5	Length of Unit: 8-10 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
The Shakespearean Experience Including a study of different poetry devices and research of the English Renaissance	<i>Figurative Language</i> <i>Rhyme Scheme</i> <i>Patterns</i> <i>Personification</i> <i>Imagery</i> <i>Meter</i> <i>Poetic structures</i> <i>Plot</i> <i>Theme</i> <i>Characterization</i> <i>Conflict</i> <i>Tone</i> <i>Irony</i> <i>Foreshadowing</i> <i>Speaker</i> <i>Tone</i> <i>Suspense</i> <i>Symbolism</i> <i>Imagery</i> <i>Irony</i> <i>Motif</i> <i>Cause & Effect</i> <i>Monologue</i> <i>Soliloquy</i> <i>Aside</i> <i>Couplet</i> <i>Stanza</i> <i>Prose</i>	Key Ideas and Details RL 9.1 Cite strong and thorough textual evidence RL 9.2 Determine theme RL 9.3 Analyze how complex characters develop over the course of the text Craft and Structure RL 9.5 Analyze how an author's choices concerning how to structure a text RL 9.6 Analyze a particular point of view Integration of Knowledge and Ideas RL 9.7 Compare different artistic mediums RL 9.9 Author transforms source materials Range of Reading RL 9.10- Read and comprehend literature Reading for Information Key Ideas and Details RI 9.1 Cite strong and thorough textual evidence RI 9.2 Determine the central Idea RI 9.3 Analyze how an author unfolds an analysis Craft and Structure RI 9.4 Determine meaning of words RI 9.5 Analyze how an author's ideas or claims are developed Speaking and Listening Comprehension and Collaboration SL 9.1 Initiate and participate effectively in collaborative discussions Presentation of Knowledge and Ideas SL 9.-9.5 Present information Language Vocabulary Acquisition and Use L 9.6 Acquire and use accurately general academic and domain-specific words and phrases Writing W 9.6 Use technology W 9.7 Conduct short as well as more sustained research projects to answer a question	Essential Question: What strategies does a writer employ to present their ideas through poetry or a play? Big Idea: Poetry and plays present readers a more artistic way of relaying a desired message or theme. Model Tasks: Poetry: Class reading and group analysis practice Flipgrid recitation of a selected poem Presentation of a poem with visual aids at the Lyceum Colloquium to a mixed audience. Historical Research: Read and take notes on a selected topic Create a slideshow Present to class via Screencastify or live Romeo and Juliet: Participate in discussion boards, class discussion Practice passage analysis (meaning and use of literary devices in the text)	<i>Romeo and Juliet</i> (Shakespeare) and Poetry (in <i>Timeless Voices, Timeless Themes</i>) CommonLit short articles and poetry

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		W 9.8 Gather relevant information from multiple authoritative print and digital sources		
Differentiation	Support -- for students who are struggling with the content	Content: Sources such as “No Fear Shakespeare” to help with comprehension, guided in class reading Process: Continual check for understanding, participation in small-group discussions, individualized help, strategies such as pair-share. Collaboration through think-pair-share, cooperative groupings, and peer edits. Product: Student selected essay and task topics that relate to theme		
	Extension – for high achieving students.	Content: Extended reading opportunities Process: Model techniques for analysis in small groups; share discussion board contributions Product: Student selected essay and task topics that relate to theme		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussion/ digital discussion boards Annotation checks SBAC style passage practice Guiding questions			
	Summative Assessments (unit final evaluation): SBAC Style Passage Assessment Writing: Persuasive/Argumentative			