

**Davison Community Schools
 ADVISORY CURRICULUM COUNCIL
 Phase II, Honors English 10
 April 2014 *submitted March 2015**

Honors English 10

Course Essential Questions (from Phase I report):

Writing:

- How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused pieces?
- How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience?
- How can writers craft a piece of writing being mindful of its purpose, audience, focus and topic?

Reading:

- How can readers take charge of their own reading lives?
- How can readers use comprehension strategies to deepen their understanding of a text?
- How can readers reflect and respond to what they read?

Language/Speaking and Listening:

- How can I prepare for and participate in a range of conversations and collaborations?
- How can I use my understanding of language to communicate clearly and effectively?
- How can I use my understanding of language to improve my written and oral communication?

Unit 1: Vocabulary (integrated throughout each semester)

Essential Questions

1. How do learners master new words?
2. How do learners spell words correctly?
3. How do readers and writers use new vocabulary?
4. How does knowing the nuances of a new word impact readers and writers?
5. How does understanding the conventions of language help a learner understand and use new

Essential Understandings

1. Learners master new words by understanding meaning, appropriate context for the word, pronunciation and word relationships.
2. Correct spelling can be accomplished by sounding words out, studying spelling rules, and recognizing base words within the word.
3. Readers use new vocabulary to deepen their comprehension of challenging text. Writers use new vocabulary to select precise language and communicate effectively.
4. Understanding that words have nuances benefits readers and writers by increasing their ability to think critically and write with style and clarity.
5. Understanding the conventions of language helps a learner use new words in the appropriate part of

words?	speech, tense and context.
<p>Curriculum Standards:</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Including: spell correctly.</p> <p>L.9-10.3. 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.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6. 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.</p>	
<p>Knowledge/Content</p> <p>I Know...</p> <ul style="list-style-type: none"> • There are eight parts of speech which all function differently in a sentence. • Words can take on multiple forms. • Words are nuanced to be used in different contexts. • A variety of strategies exist to define and master unknown words. • A synonym is a word that is similar in meaning to another word. • An antonym is a word that is opposite in meaning. • There are many relationships which exist between words. • Various types of analogies. • The standards of conventional English. 	<p>Skills/Processes</p> <p>I Can...</p> <ul style="list-style-type: none"> • Determine the difference between inferred and explicit text • Infer by reasoning. • Determine the meaning of words and phrases by using context clues. • Recognize analogies throughout the text. • Identify connotative language and explain the author’s reasoning for using each. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency. • Use evidence from informational texts to support my analysis, reflection, and research. • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions). • Use vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: Grammar and Conventions (integrated throughout each semester)	
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why is grammar an important element of effective writing? 2. How can faulty grammar affect the meaning and perceptions of a written and spoken message? 3. How can writing improve through the use of higher level grammar usage? 	<p>Essential Understandings</p> <ol style="list-style-type: none"> 1. Grammar affects the meaning of a sentence and can inadvertently change an author’s message if used incorrectly. 2. In professional situations, faulty grammar can cause others to view a person in a negative light. 3. Editing, revisions, and resources can improve grammar usage.
<p>Curriculum Standards:</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Including: Use parallel structure and sue various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Including: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses, use a colon to introduce a list or quotation.</p> <p>L.9-10.3. 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.</p>	
<p>Knowledge/Content I know...</p> <ul style="list-style-type: none"> • Grammar rules for usage of the: comma rules, semi-colons, colons, apostrophes, clauses, parallel structure, and properly placed modifiers. 	<p>Skills/Processes I Can...</p> <ul style="list-style-type: none"> • Use correct grammar and conventions in my writing. • Identify mistakes in their own writing as well as writing of others. • Edit and revise their work and the work of others to better convey the written message. • Identify the way in which formal and informal settings impact grammar conventions.
<p>W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>W.10.5 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.</p> <p>W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p>	

c) 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.

W.10.2 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; 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.

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.

Unit 3: Exploring Cultural Differences through Realistic Fiction

Essential Questions

1. How do authors engage the reader?
2. How can active reading deepen a reader's understanding of the novel?
3. How can we develop an understanding of other cultures from fiction?
4. How does a writer develop theme in a novel?
5. Why does a writer use language devices (diction, imagery, symbolism, figurative language) for specific effects in novel?
6. How does an author develop the characters within the novel?
7. How can setting impact the meaning of a story?
8. How does an author create mood?
9. How does point of view affect the meaning of a

Essential Understandings

1. Authors engage readers through the use of interesting and complex plot lines, details, and literary devices.
2. Active reading activities such as using sticky-notes and/or journaling allow students the ability to focus on areas of importance or of difficulty and later discuss these elements of the novel more thoroughly.
3. Readers can get an idea of what life is like in other cultures by examining the actions, reactions, and motivations of characters in realistic fiction novels
4. Theme can be developed in three main methods: through the actions and events in the novel, through the thoughts and conversations of the characters, and through the main character's feelings.
5. The author's use of language devices impacts how the audience receives and analyzes the content of the novel.
6. Authors develop characters through both direct and indirect characterization.
7. Readers must consider many aspects of the setting in order to understand the actions of the characters.
8. Authors consider the denotation as well as the connotation of their diction as well as a variety of literary devices to create the mood of a novel.
9. Point-of-View affects the meaning of a novel by

novel?	limiting or expanding the reader’s perspective. The depth of knowledge offered affects the reader’s understanding of actions and motivations.
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<p>Curriculum Standards:</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2. 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.</p> <p>RL.9-10.3. 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.</p> <p>RL.9-10.4. 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).</p> <p>RL.9-10.5. 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.</p> <p>RL.9-10.6. 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.</p> <p>SL.9-10.1. 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.</p>	
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<p>Knowledge/Content I know...</p> <ul style="list-style-type: none"> • The definitions and purposes of the following terms and their role in the development and evolution of a novel: plot, exposition, rising action, falling action, resolution, setting, internal and external conflict, direct and indirect characterization, mood, tone, and motivation. • The definitions, purposes and effects of the following literary terms within the novel: simile, metaphor, personification, motif, symbolism, irony, theme, suspense, foreshadowing, diction, dialect, and 	<p>Skills/Processes I can...</p> <ul style="list-style-type: none"> • Find examples of cultural influences in a novel. • Explain how society’s belief of other cultures influences the actions and themes within a novel. • Identify important details which connect to theme development. • Identify and explain how the author uses narrative structure in the development of the storyline. • Analyze how the interactions among characters advance the plot and develop the theme(s) in the novel.
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<p>imagery.</p> <ul style="list-style-type: none"> • Various strategies to improve reading comprehension • Various strategies to improve group discussion • How cultural differences impact the events and motivation of characters within a novel 	<ul style="list-style-type: none"> • Use reading strategies to enhance my understanding of the novel. • Make connections between the events in the novel and things in my own life or the world around me. • Research cultural differences to gain an understanding of the events in a novel.
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Unit 4: Cultural Research Project

<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What influences the actions of novel characters from other cultures? 2. What is a patriarchal society? 3. What religions are practiced in other cultures and what are the practices of those religions? 4. How do cultural traditions impact people from that nation? 5. How do the connotative and denotative meanings of the native words affect in the text? 6. How does an understanding of world history affect the plot and reader’s reaction to the novel? 	<p>Essential Understandings</p> <ol style="list-style-type: none"> 1. Political structure, religion, tradition, and superstitions influence the actions of characters from other cultures. 2. A patriarchal society is one in which the men hold primary power in politics, moral authority, social privilege and property ownership. 3. A variety of religions are practiced (Muslim, Christianity, Islam, etc.). Religious beliefs vary but have some commonalities as well. 4. Wedding and marriage traditions, providing dowries, education, and celebratory traditions impact how individuals react to situations and what they expect to get out of life. 5. The meanings and implications of the native language impacts the actions and reactions of characters in the novel. 6. Readers can apply their knowledge of the actual historical events to the plot.
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Curriculum Standards:

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2. 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.9-10.3. 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.9-10.4. 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.9-10.5. 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.9-10.6. 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.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RL.9-10.9. 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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Knowledge/Content

I know...

- The political structure described within the novel.
- The religious diversity practiced by the characters.
- The basic military history of the researched culture.
- Common traditions practiced within the country.
- Common beliefs and practices among the citizens of the country.
- These cultural influences may guide the characters differently from what we would expect.

Skills/Processes

I Can...

- Determine an area of research specific to the novel that would aid readers in comprehension.
- Isolate what differences actually impacted the events in the novel.
- Understand and explain to others the significance of the political structure, religious affiliation, history, traditions, or common beliefs of another culture.
- Create a multi-media presentation explaining the differences from our culture to that of the novel.
- Explain to my peers how these differences affected the behavior of the characters as well as the events within a novel.

Unit 5: Poetry

Essential Questions

1. Why read poetry?
2. What are defining traits of various poetry formats?
3. How is poetry a way of knowing, showing, and becoming?
4. What does poetry offer the reader or writer?
5. What role does poetry have in modern society?

Essential Understandings

1. Poetry promotes literacy, builds community, and fosters emotional resilience.
2. Poetry works as condensed language that celebrates individual ideas and unique thoughts in a variety of formats
3. Poetry asks the writer to pay attention to the smaller aspects of the world.
4. Poetry is a way to make individual ideas heard.
5. Poetry exercises the imagination.

Curriculum Standards:

W.10.10 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.

SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.10.5 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.10.5 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.

RI.10.2 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.

RL.10.4 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.10.5 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.10.9 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).

Knowledge/Content

I know...

- How to identify, explain the significance of, and use figurative language techniques including: metaphor, simile, allusion, imagery, symbolism, personification, hyperbole.
- Students will recognize and be able to create the format of specific poems including: haiku, narrative, sonnet, tanka, black out, burlesque, elegy and lyric.
- Students will be able to identify and write poetry using sound devices including: alliteration, assonance, consonance, meter, repetition, rhyme (end and internal), refrain/chorus.

Skills/Processes

I Can...

- Analyze and respond to literary devices (figurative language, and sound devices).
- Write poetry in a variety of formats.
- Use figurative language to write pieces of poetry.

Unit 6: Medieval Legends and Journey Motifs

Essential Questions

1. Why study legends?
2. How do legends change over time?
3. What role do legends play in today's society?
4. In what ways are values and social structures revealed in societies?
5. How do values affect the journeys people take?
6. How do we tell the tales of our journeys?
7. How do authors and artists reveal their attitudes toward their subject matter?
8. What are the social structures and values of our society today?

Essential Understandings

1. Legends give historical and cultural understanding of a region's identity.
2. As oral tradition merged with written tradition, accounts of an event or person will change as it is passed from one person to another.
3. Legends have a role in shaping products of culture and reference to an actual historical event.
4. Analysis of themes, characters and situation from multiple genres will help readers understand cultures and historical significance.
5. One's life experiences and upbringing will affect the journey by influencing the decisions made along the way.
6. There are essentially seven steps to writing a legend or a modern story in legend form.
7. Tone is revealed through diction, actions, and characterization.
8. Social structures and values of our time can often be identified through media and literature.

Curriculum Standards:

RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.10.2 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.10.3 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.10.4 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.10.5 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.10.6 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.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2 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.10.3 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.10.4 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.10.5 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.10.6 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.10.7 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.10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10.10 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.

SL.10.1 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.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

L.10.4 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.

L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Content

I know...

- The following elements are common in legends:
 - Based in fact
 - Grown and changed over time
 - Involves exciting heroes and villains
 - Adventures blend historical fact and fiction
 - Characters generate feelings of national or

Skills/Processes

I can...

- Identify elements of legend and journey motif within a given text.
- Explain why a legend and the journey-based literature is culturally significant or how a culture’s values and beliefs are shown in the text.
- Analyze symbolism within the text based on cultural

<p>regional pride</p> <ul style="list-style-type: none"> • Medieval literature can be analyzed for common aspects of culture. • Medieval literature contains culturally significant symbols. • Medieval literature continues to shape culture, and allusions to characters and legends are often found in modern texts/movies/etc. • Modern stories can be manipulated to mimic the format of a legend or ancient journey. 	<p>understanding.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of legend/journey reference within modern mediums. • Construct a modern “legend” or “journey” of a personal experience.
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Unit 7: Academic Writing and Speaking: group discussion, summaries, formal responses, and persuasive writing.

<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the appropriate steps to successful group discussion? 2. What is the purpose for my writing? 3. Is there an incorrect way to summarize? 4. How is a quote inserted effectively? 5. What is the most effective way for the student to share his/her opinion? 6. Does it hurt my writing if I focus too much on the opposing viewpoint? 	<p>Essential Understandings</p> <ol style="list-style-type: none"> 1. When entering a group discussion, it is best to do so politely by addressing the previous speaker, acknowledging what specifically you are responding to, and sticking to one key point. 2. The purpose of your writing needs to be clear to both the writer and the reader early on in the essay. 3. List summaries are ineffective in engaging the audience. Instead, the author should consider the direction of his own essay and summarize what is necessary to guide the reader. 4. Quotes can strengthen an argument if an adequate introduction and explanation is provided. 5. Opinions are given effectively when the reader is given an indication as to why the opinion is being shared and then guided to the author’s opinions using organization and clarity. 6. It is important for readers to understand what disagreements the author is responding to and to periodically remind the reader of this opposing viewpoint so the reader can maintain focus.
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Curriculum Standards:

<p>Knowledge/Content</p> <p>I know...</p> <ul style="list-style-type: none"> • The rules of effectively joining a group discussion and responding to peers. • How to find the argument within an essay to which the author is responding. • How to write a summary that directs the reader • How to incorporate a shift in an essay to share a new perspective. • How to sandwich a quote. • How to address the opposition. • When it is necessary to elaborate for your audience. 	<p>Skills/Processes</p> <p>I Can...</p> <ul style="list-style-type: none"> • Listen and contribute effectively to group discussions. • Identify perspective within an essay to determine when the author shifts opinion. • Identify elements of a poorly written summary and edit it to make it stronger. • Write an effective summary with direction. • Show both sides of a topic while elaborating and supporting in personal views. • Respond effectively to a variety of essays by showing both sides of an argument.
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<ul style="list-style-type: none"> • How to identify a quality source. • How to synthesize multiple sources. • How to give proper attribution of sources both parenthetically and on a works cited page. 	<ul style="list-style-type: none"> • Incorporate a quotation to effectively support an opinion. • Find quality sources to support a research topic. • Gather information from a variety of sources and synthesize it to form an organized persuasive paper. • How to properly format a research paper in MLA style
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Unit 8 : Short Stories and Rhetoric: a pre-AP focus

<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is rhetoric? 2. How do we analyze rhetorical strategies in a text? 3. What is the close reading strategy of annotation and how does that improve skills as a reader? 4. What are Advanced Placement Language and Literature? 5. How do I need to look at readings differently for AP? 	<p>Essential Understandings</p> <ol style="list-style-type: none"> 1. Rhetoric consists of the special features integrated into a text that help make it meaningful, purposeful, and effective. 2. Readers analyze the writing choices of a text in order to understand the deeper purpose. 3. Annotation allows readers to stay engaged and read for a given purpose. 4. Advanced Placement Language and Literature are essentially college-level courses that require extensive knowledge and new mental skills, habits, and attitudes. 5. Readers need to shift their focus onto determining author’s intent.
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Curriculum Standards:

<p>Knowledge/Content</p> <p>I know...</p> <ul style="list-style-type: none"> • How to actively and critically read a text. • The definition of rhetoric. • How to evaluate the requirements of AP prompts and organize an essay to meet these requirements. • How to identify, explain the significance of, and use figurative language techniques including: anaphora, climax, ambiguity, connotation, denotation, diction, tone, metaphor, simile, allusion, imagery, symbolism, personification, hyperbole. 	<p>Skills/Processes</p> <p>I can...</p> <ul style="list-style-type: none"> • Use annotation skills to critically and actively read a text. • Define rhetoric as the choices an author makes to develop purpose, meaning, and effectiveness. • Evaluate sample multiple choice and sample essays to identify methodology of format as well as strengths and weaknesses. • Identify the use of various figurative language techniques. • Explain authors’ choices of rhetorical strategies in oral, written and multiple choice formats.
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