

**BCCS**  
**ENGLISH 10 (American Lit.)**  
(Revised 6-10-2008)

**Q1**

**Title:**

Ideas Trait

**Standards:**

CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.4.3-Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.2-Prepare spoken and multimedia presentations that effectively address

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audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 4.1.4-Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

CE 4.2.2-Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

**Essential Questions:**

1. How do I create a strong thesis statement for an informational piece of writing?
2. What strategies can I use to make persuasive writing powerful?
3. How do I achieve authenticity in a personal/narrative piece?
4. How do I get to the point to keep business writing concise?

**Big Ideas/Concepts:**

This unit focuses on the link between the trait of ideas and the four genres of writing: informational/expository writing, persuasive writing, personal/narrative writing, and business/professional writing. Each of the four lessons will focus on one of these genres, and each will feature the trait of ideas at work. Students will analyze writing samples, review literature, revise text for specific features, and generate some original writing. The emphasis will be on clarity, focus, concise presentation of the message, quality detail that lends writing authenticity, and good research to give a thesis or argument the support it needs.

1. Students will identify and create solid, main ideas that are clear and identifiable. (in informational/expository writing, this main idea is expressed in a thesis statement.)
2. Students will identify and create interesting, relevant, accurate details and support that expand or clarify a main idea and bring it to life.
3. Students will recognize clarity in others and their own writing so that the message makes sense and can be readily understood.
4. Students will focus on precise presentation that shows respect for a reader's busy schedule.

**Skills:**

1. Students will understand what a thesis is and will learn the importance of a strong thesis in an informational piece of writing.
  - a. define the concept of thesis

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	<p>b. use personal questions to develop a preliminary thesis          c. use criteria to assess the quality of a thesis          d. create an original thesis on a selected topic</p> <p>2. Students will understand features of persuasive writing and how to incorporate such features into their own work.          a. learn to take a position          b. identify the best words for a key word Internet search          c. relate evidence to audience          d. take a creative approach          e. anticipate objections or counter arguments.</p> <p>3. Students will expand their definition of research and learn its role in narrative writing.          a. develop a personal definition of research.          b. consider research activities and strategies that would be effective.          c. review a narrative writing sample to determine how and when the author might have relied on research.          d. conduct personal research in preparation for writing a narrative.          e. create a personal narrative piece based on that research.</p> <p>4. Students will understand the need to be both clear and concise in presenting ideas in business writing.          a. Students will understand the special needs of the business reader.          b. Students will revise a sample of business writing to make it concise, without sacrificing clarity.          c. Students will create a personal complaint letter.          d. Students will assess the letter for clarity, courtesy, and conciseness.</p> <p><b>Assessments/Resources:</b>          Students will write their own letters from the perspective of a consumer whose purpose is to complain about the poor quality or performance of a product they have recently purchased. These papers will be scored using 6-point scoring guides for the 3Cs of business writing: make it courteous, clear, and concise.</p> <p>Spandel, Vicki, &amp; Jeff Hicks. "Write Traits Advanced Notebook, Level 1. Wilmington, MA: Great Source Education Group 2006.</p>
<p>9/17/2008          Days: 7</p>	<p><b>Title:</b>          Organization Trait</p> <p><b>Standards:</b></p>

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CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.4.2-Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

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CE 1.4.3-Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.4-Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

**Essential Questions:**

1. How do writers attend to overall form and structure?
2. How do writers expand the main idea in an informational piece?
3. How do writers walk the reader through issues in a persuasive piece?
4. How do writers identify the turning point within a narrative piece?
5. How do writers distinguish between a list and a true story?
6. How do writers use the lead to make purpose clear in business writing?
7. How do writers use a business conclusion to prompt action?
8. How do writers use creative organization to make a resume' readable?

**Big Ideas/Concepts:**

1. Good organization has a basic beginning-middle-end structure (lead, expansion, conclusion)
2. A lead identifies the purpose and gives an immediate sense of direction.
3. A conclusion wraps up the discussion and sometimes indicates next steps.
4. A structure guides the reader's thinking, leading to logical conclusions.

**Skills:**

By the end of this unit, students will be able to:

1. Define "lead" as it relates to informational writing.
2. Define "conclusion," as it relates to informational writing.
3. Rate the effectiveness of a lead and a conclusion.
4. Use an analogy to explore the concept of expansion in writing.

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	<ol style="list-style-type: none"> <li>5. Expand a sample by connecting details to a thesis.</li> <li>6. Create an original piece with lead, expansion, and conclusion.</li> <li>7. Rate personal writing with the help of a partner.</li> <li>8. Recognize the power of sufficient information in crafting an argument.</li> <li>9. Explore the "how" question versus the "why" question.</li> <li>10. Develop criteria for good persuasive writing.</li> <li>11. Evaluate persuasive samples for clarity and pacing.</li> <li>12. Create an original persuasive piece with "just right" pacing.</li> <li>13. Understand the concept of "turning point."</li> <li>14. Identify the turning point in a piece of literature.</li> <li>15. Determine whether a piece of student writing has a turning point.</li> <li>16. Revise a piece to create a turning point in the action.</li> <li>17. Create an original story that pivots around a turning point.</li> <li>18. Analyze the effectiveness of that story.</li> <li>19. Develop sensitivity to the needs of a business reader.</li> <li>20. Link introduction to purpose</li> <li>21. Review a sample business letter to determine its effectiveness.</li> <li>22. Revise the letter to create a stronger sense of purpose.</li> <li>23. Link conclusion to action or final impression.</li> <li>24. Create a conclusion that calls for action.</li> <li>25. Review the elements of a good resume.</li> <li>26. Create a rough draft for a personal resume.</li> </ol> <p><b>Assessments/Resources:</b>          Common Assessment: Students will write a persuasive essay, focusing on the 6-point rubric for organization. Possible prompts deal with: school uniforms, locker searches, too much homework, censorship, litter, new highway exit, computers in the classroom, bilingual education, grade scale change, and online schools.</p> <p>Resources:          Spandel, Vicki, &amp; Jeff Hicks. "Write Traits Advanced Notebook, Level 1. Wilmington, MA: Great Source Education Group 2006.</p>
<p>10/1/2008          Days: 30</p>	<p><b>Title:</b>          American Dream Unit (The Great Gatsby)</p> <p><b>Standards:</b>          CE 1.1.1-Demonstrate flexibility in using independent and collaborative</p>

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strategies for planning, drafting, revising, and editing complex texts.

CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a

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precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.8-Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 2.1.1-Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.11-Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

CE 2.2.2-Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.2.3-Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while

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monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

CE 2.3.7-Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).

CE 3.1.1-Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

CE 3.1.2-Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.3-Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.4-Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

CE 3.1.7-Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.

CE 3.1.8-Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

CE 3.1.9-Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

CE 3.2.4-Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

CE 3.3.2-Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

CE 4.1.2-Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

CE 4.2.2-Understand the implications and potential consequences of language

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use (e.g., appropriate professional speech; sexist, racist, homophobic language).  
CE 4.2.5-Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**Essential Questions:**

2. What is meant by the American Dream?
2. When did the phrase American Dream come into vogue?
3. How has it's meaning changed?
4. Does it mean the same for various social classes?
5. What must happen for the dream to come true?
6. What can you do to realize your dreams or visions for the future?
7. What is expected of you at home? At school (by adults)?
8. Are these expectations realistic?
9. How do your expectations of yourself differ from adults' expectations of you?
10. What do your peers expect from you?
11. What problems occur if your expectations and others' expectations of you differ? Give a specific example from experience or the experience of someone you know.
12. If your expectations differ from those others have you, how fan you resolve this? Where does your personal loyalty belong?

**Big Ideas/Concepts:**

1. Expose students to a different era of American life.
2. Understand the nuances that contribute to character development
3. Pick out elements of nuances and plot that are often missed by the casual reader.
4. Authors use specific incidents and comments that signal their theme.
5. Understand the symbolism of Dr. T.J. Eckelberg's eyes, The valley of ashes, the light at the end of the dock, the West and the East, etc.
6. Understand the themes of American society, class structure, the American dream, etc.

**Skills:**

By the end of this unit:

1. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
2. Students will consider what it means to be successful and/or rich, and the

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responsibilities that accompany success and/or wealth.

3. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.

4. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Great Gatsby* as they relate to the author's theme development.

5. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.

6. The writing assignments in this unit are geared to several purposes:

a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas

Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.

b. To check the students' reading comprehension

c. To make students think about the ideas presented by the novel

d. To encourage logical thinking

e. To provide an opportunity to practice good grammar and improve students' use of the English language.

7. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

**Assessments/Resources:**

The reading assignments are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The study guide questions are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short

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answer required or multiple choice.

The vocabulary work is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a good understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions.

There are two group activities students working in small groups to discuss symbolism and characterization in the novel.

The group activity is followed by a reports and discussion session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three writing assignments in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students explain how the houses of the main characters are appropriate for their social position and personalities. The second assignment is to persuade: students choose from one of three persuasive letters to write. The third assignment is to give students a chance to express their own opinions and to think about their own futures: they write out a plan for their own success.

In addition, there is a nonfiction reading assignment. Students are required to read a piece of nonfiction related in some way to *The Great Gatsby*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make oral presentations about the nonfiction pieces

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	<p>they have read</p> <p>The unit test comes in two formats: multiple choice or short answer.</p> <p><b>Resources:</b></p> <p>Fitzgerald, F. Scott. <u>The Great Gatsby</u>. New York: Scribner, 2004.</p> <p><i>The Great Gatsby</i>. Dir. Robert Markowitz. Perf. Mira Sorvino, Toby Stephens, and Paul Rudd. A &amp; E Home Video, 2000.</p> <p><u>The Great Gatsby Unit Plans</u>. Teacher's Pet Publications: enotes.com, 2008</p>
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<b>Q2</b>
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	<p><b>Title:</b> Voice Trait</p> <p><b>Standards:</b>          CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.          CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).          CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).          CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.          CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.          CE 1.1.6-Reorganize sentence elements as needed and choose grammatical</p>
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and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.2.3-Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.6-Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.9-Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

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**Essential Questions:**

1. How do writers use voice in informational writing?
2. How do writers apply specific strategies to make informational writing stronger?
3. How do writers use voice to make persuasive writing convincing?
4. How do writers match voice to their audience?
5. How do writers link voice to honesty in narrative writing?
6. How do writers find the right balance for a business/professional voice?

**Big Ideas/Concepts:**

1. Voice is the writers personality and individuality, translated to the page. It is also enthusiasm, energy, curiosity, and commitment. Voice shows that a writer cares about his/her audience and topic. Voiceless writing is lifeless. 2. Voice is often interpreted as an extension of the writer. It is also a tool for connecting the readers and can be consciously applied through a number of strategies.

**Skills:**

By the end of this unit, students will be able to:

1. Define voice as it relates to informational writing.
2. Read aloud to hear and experience the voice in two informational pieces.
3. Analyze informational samples to identify strategies for creating voice.
4. Apply voice strategies to create an original paragraph.
5. Analyze personal writing with the help of a partner.
6. Read aloud to assess the voice in a persuasive piece.
7. Determine whether a given voice is a good match with audience.
8. Profile a specific audience.
9. Write an original persuasive piece with a voice tailor-made for that audience.
10. Understand the concept of honesty in narrative writing.
11. Analyze a narrative piece for honest voice.
12. Connect detail and feelings to an honest snapshot.
13. Rank narrative pieces based on voice.
14. Create a personal narrative that has a strong voice, and analyze the effectiveness of that narrative.
15. Review writing samples to determine whether the voice is appropriate.
16. Revise a sample with inappropriate voice to give it the right balance.
17. Review a sample business letter to determine its effectiveness.

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	<p>18. Revise the letter to create a stronger sense of purpose.          19. Create an original sample of business writing, and assess that sample for voice.          20. Create a checklist for good, appropriate business voice.</p> <p><b>Assessments/Resources:</b>          Common Assessment: Students will be assessed using the 6-point voice rubric applied to the following prompt: Your community is concerned about the lack of structured activities for youth after school and on weekends. The community leaders are planning the construction of a new youth center. Write an essay to be read by community leaders convincing them what activities will have a positive influence on the youth.</p> <p><b>Resources:</b>          Spandel, Vicki, &amp; Jeff Hicks. "Write Traits Advanced Notebook, Level 1. Wilmington, MA: Great Source Education Group 2006.</p>
<p>11/15/2008          Days: 25</p>	<p><b>Title:</b>          MLA Documentation</p> <p><b>Standards:</b>          1.1-Understand and practice writing as a recursive process.          1.3-Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).          1.4-Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.          CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.          CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).          CE 2.1.1-Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to</p>

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approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.4-Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.5-Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

CE 2.1.6-Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

CE 2.1.7-Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

2.2-Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

CE 2.3.4-Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

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CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

4.1-Understand and use the English language effectively in a variety of contexts and settings.

CE 4.2.4-Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

CE 4.2.5-Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**Essential Questions:**

1. What is the difference between a research paper and a research report?
2. What are the general requirements for a research paper or report?
3. What are the four domains on which I will be graded?
4. What are parenthetical citations?
5. How do I correctly sight a parenthetical citation?
6. What is a work cited page and why do I need it?
7. What is plagiarism and how do I avoid it?
8. What is the difference between direct quotes, paraphrases, and summaries?
9. What information will I need to create a work cited page?
10. What is the correct order of information for each different type of source?
11. How do I select and narrow a topic?
12. Where do I examine library and electronic sources?
13. What makes a source reliable?
14. What is a preliminary thesis statement and why is it important?
15. How do I read, study, and take notes when I am researching?
16. How do I formulate my final thesis statement?
17. How do I take all of my information and organize it into an outline?
18. What is involved in the drafting, editing, revising, and finalizing process of writing my research paper/report?
19. What is a statement of authorship and why is it important?

**Big Ideas/Concepts:**

Students will become more familiar with the Modern Language Association's (MLA) format for creating, documenting, and formatting a

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research paper/report.

Once students have a solid foundation of the rules of MLA, students will be allowed to decide which topic they will be researching. With the aid of the teacher, student will narrow down their topic appropriately.

Using the requirements established at the outset, as well as the rules of MLA, students may use the school library, their local library, and/or the internet to search for reliable sources for their topic.

Students will be expected to take notes and correctly document their sources as they proceed.

Students will create an outline after all of their information has been gathered.

Students will write their first draft based upon their outline. This draft will be peer edited with the rubric covering the four domains.

Changes will be made to the first draft and a final draft will be printed for the teacher. A Statement of Authorship will be signed and attached when the paper is turned in for grading.

**Skills:**

By the end of this unit, the student will be able to:

1. distinguish between a research paper and a research report.
2. understand the domains of content, style, structure, and presentation.
3. correctly use parenthetical citation.
4. create a work cited page.
5. understand paraphrasing, summarizing, and direct quoting in relation to plagiarism.
6. understand how to narrow a topic into something manageable.
7. recognize a reliable source from propaganda.
8. create a solid thesis statement.
9. understand how to organize a vast amount of information.
10. peer edit using a domain rubric.
11. understand the importance of using MLA format.

**Assessments/Resources:**

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	<p>Students will create two separate work cited pages using media from our school library.</p> <p>Students will read an article from a magazine in which they will summarize, paraphrase, and directly quote the article. MLA documentation must be correct.</p> <p>Research Paper:</p> <p>Students will be assessed daily on their work ethic and note taking during the actual research process.</p> <p>The students outline will be graded for organization.</p> <p>The first draft and peer edit activity will be assessed for accuracy and work ethic.</p> <p>The final draft (with statement of authorship) will be graded using the teacher generated research paper rubric.</p>
12/1/2008 Days: 20	<p><b>Title:</b> America Post World War II Drama (The Crucible)</p> <p><b>Standards:</b></p> <p>1.1-Understand and practice writing as a recursive process.</p> <p>1.2-Use writing, speaking, and visual expression for personal understanding and growth.</p> <p>1.3-Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).</p> <p>1.4-Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</p> <p>1.5-Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic</p>

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performances, poetry slams, and digital stories).

2.1-Develop critical reading, listening, and viewing strategies.

2.2-Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

2.3-Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

3.1-Develop the skills of close and contextual literary reading.

3.2-Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).

3.3-Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.

3.4-Examine mass media, film, series fiction, and other texts from popular culture.

4.1-Understand and use the English language effectively in a variety of contexts and settings.

4.2-Understand how language variety reflects and shapes experience.

**Essential Questions:**

1. What is the importance of individuality?
2. How can people use their power to make a difference in their lives and the lives of others?
3. What are the risks and rewards of using the power of the individual?

**Big Ideas/Concepts:**

Two themes that will be explored in this unit are:

1. Literature can be used to strengthen the individual and regain power from those who would use it for their own purposes.
2. Truth has no meaning when men believe only what they want to believe.

The issues to be discussed in dealing with these themes will be: Powers of the Individual, Individual vs. Government or Religious Authority, Individuals as members of a community, willingness to make sacrifices for

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the truth, dealing with powerful accusers, Puritanism, Resentment, Hysteria, Hypocrisy.

Through the reading of Arthur Miller's "The Crucible" and the viewing of "The Power of One," students will demonstrate and understanding of the following:

1. Characteristics of: historical drama, American Colonial Poetry, American Renaissance Poetry and Essays, Post World War II Drama as well as Political allegory.
2. Literary elements of drama: dialogue, stage directions, essential background information, exposition, rising action, conflict (internal and external), climax, falling action, resolution/denouement, and theme.
3. Character traits, connections between plot, setting, theme, and selected literary devices, chronology, and influence of syntax and diction.
4. Literary Devices: allusion, paradox, allegory, irony (dramatic, situational, and verbal), conceit (extended metaphor), and propaganda.
5. Historical and Cultural Influence: Puritanism/theocracy, historical and political significance of the play, McCarthyism and prejudice, gender inequality, and hysteria caused by "religious" people.
6. Critical perspective: characteristics of literary critique and quotations from the text to illustrate themes, motives, or author's purpose.

Through the reading and viewing of informational text students will learn the following skills:

1. Characteristics of a magazine article, media clip, biography and autobiography, persuasive essay, and a literary critique.
2. Expository elements: thesis, supporting ideas, statistical evidence, and chronology.
3. Persuasive Elements: appeals (logical, emotional, ethical, and strategies to persuade), style (diction, figurative language, imagery, elevated language, rhetorical questions, and repetition).
4. Organizational patterns: fact/opinion, cause/effect, theory/evidence, and compare/contrast.
5. Features of: media conventions and special effects, headings, subheadings, graphics, boldface, italics, parenthesis, personal vs. business letter formats.
6. Historical/Cultural implications of: McCarthyism and prejudice, gender inequality, and hysteria caused by politicians.
7. Critical perspective of: knowledge vs. prejudice and media (critical

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viewing and camera focus)

**Skills:**

1. Reading Activities will include: Reading portions of the play aloud, reader's theatre, viewing films with a critical focus on purpose, analyzing characters, making connections between film and text, making predictions, building vocabulary, activating prior knowledge, utilize research strategies, use character chart of web,
2. Reading strategies will include visualizing, making connections, predicting, and making inferences.
3. Critical Reading: Describe the meaning of "The Crucible" at the surface (literal) and allegorical levels.
4. Identify importance of stage directions in character development
5. Identify themes in play: appearance vs. reality, order vs. freedom, power of the individual, absolutes vs. relativity, charity vs. retribution
6. Underline significant passages and defend their importance
7. Identify thesis and supporting ideas in "Civil Disobedience" and other linking text essays.
8. Listening/Viewing Strategies: class/group discussion, comparisons of issues/themes between media and dramatic text, compare media with text and connect self –perspective on gender inequality and hysteria based on prejudice, find intersections between visual images and verbal communication.

**Assessments:**

1. Writing to learn: character biography (explicit instruction), persuasive essay (explicit instruction), quick writes, journal entries describing how John Proctor changes from the beginning of the play to the end, and the events that cause the changes, Journal entries noting examples of narrative characteristics and persuasive elements (irony, conceit, paradox, appeals, internal/external conflict), letter writing, author's craft, and written response to focus questions.
2. Writing to Demonstrate Learning: Summarize a scene from the play, comparison essay (use journal entries identifying the connections between events in 1690s Salem and 1950s America), Literary analysis essay (compare John Proctor's response to the claims of witchcraft to Arthur Miller's reaction to the Red Scare), Literary analysis essay (identify themes and support with text; transfer themes to a real-world context, Character

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biography (use journal entries to describe how John Proctor changes throughout the book; support using text events that caused the changes), Reflective essay (discuss how “The Crucible” is a tragedy, and how John Proctor is a tragic hero; use knowledge of tragedy from Romeo and Juliet), Write a review of the movie “Power of One.”

3. Authentic Writing: write a guide (pamphlet or booklet) to respond to the question what can an individual do to act rationally in the face of hysteria caused by a local incident or a national or international disaster, persuasive essay (take a stand on a controversial issue: decide which issues you care about, select and define one issue, try out a position statement, set up a pro-con table, list arguments and counterargument, debate both sides of the issue with peers, write a persuasive essay based on debate reflection, publish essay in essay form or as a letter to a state representative or newspaper editor as appropriate).

4. Speaking: Choral reading, reader’s theater, think/pair/share, debate issues in preparation for persuasive writing (express judgments by taking a position on the issue in the writing prompt, maintain a focus on the topic throughout the debate, develop a position by using logical reasoning and by supporting details , organize ideas in a logical way, use language clearly and effectively according to the rules of standard spoken American English, think about both sides of the argument), Research Miller’s high school and college experiences; discuss his determination to get a college degree and to become a writer; make connections with own plans for further education.

5. Expressing: create a research poster, research historical background of McCarthyism, create time lines of events in the Salem trials in the 1690s and of the events in the chronology of McCarthyism.

6. Student Goal Setting and Self-Evaluation Strategies: Maintain writing portfolio, reflect on selected journal entry, reflect on two pieces of unit writing that represent best effort.

7. Daily Fluency: engage in partner reading, participate in choral reading respond to quick writes, and address vocabulary (definition in context, sense of different language patterns; meanings of terms from Colonial America, words from selection, academic vocabulary).

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	<p>8. Writing Strategies: process writing, language appropriate for purpose and audience, using MLA conventions</p> <p>9. Grammar Skills: elements of dialogue, usage and parts of speech, possessive use, subject-verb agreement, correct apostrophe usage, pronoun/antecedent agreement.</p> <p><b>Resources:</b>          Informational Text: "The Dying Girl That No One Helped" by Loudon Wainright, "Civil Disobedience" by Henry David Thoreau, "Valentina's Nightmare (PowerPoint), "Why I Wrote the Crucible: An Artist's Answer to Politics" by Arthur Miller, "Timebends: A Life," by Arthur Miller, "Twentieth-Century Witch-Hunter: Joseph R. McCarthy" and "Reply to McCarthy" by Owen Lattimore, "Miller Reacts to a Witch-Hunt" (PowerPoint), "On Civil Disobedience" by Mohandis Ghandi, "The American Scholar" by Emerson, "Self-Reliance" by Emerson, and music "Outside a small Circle of Friends" by Phil Ochs.          "The Crucible" by Arthur Miller          "The Crucible" film produced by</p>
<p>1/5/2009          Days: 7</p>	<p><b>Title:</b>          Word Choice Trait</p> <p><b>Standards:</b>          CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).          CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.          CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.          CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>

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CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.2.3-Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.6-Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.8-Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 1.3.9-Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

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CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).  
CE 1.5.5-Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

**Essential Questions:**

1. What strategies do successful writers use to clarify meaning?
2. How do writers revise an overwritten or underwritten piece to achieve balance?
3. How do writers identify inflammatory language?
4. How do writers identify and include strong verbs for selected text?
5. How do writers select the best verbs to create power and imagery?
6. How do writers review writing samples for appropriate use of modifiers?
7. How do writers revise a sample to achieve restraint?

**Big Ideas/Concepts:**

Word choice is the careful selection of words that fit audience, topic, and purpose. Well-chosen words may create vivid images or, when used precisely, clarify meaning and aid or extend a reader's understanding.

Words are about meaning, imagery, sensory details, and terminology. Secrets to successful word choice include simplicity, use of powerful verbs, sensitivity to the needs and previous knowledge of an audience, and restraint.

Writers must beware of overuse of modifiers, use of simplistic or inflated language, or inflammatory language.

**Skills:**

By the end of this unit, students will be able to:

1. Gain familiarity with five strategies for clarifying meaning, and assess samples to identify the writer's use of these strategies.
2. Create a personal definition using two or more identified strategies for clarifying meaning.
3. Analyze personal writing with the help of a partner.

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	<p>4. Create inflated writing on purpose to appreciate its lack of clarity.          5. Assess persuasive samples for balance.          6. Revise an overwritten or underwritten piece to achieve balance.          7. Identify inflammatory language.          8. Write an original persuasive piece with balance and control.          9. Identify strong verbs in selected text.          10. Revise "downward" purposefully to appreciate differences in text when verbs are "deflated."          11. Select the best verb to create power and imagery.          12. Create original narrative text using action verbs.          13. Review writing samples for appropriate use of modifiers.          14. Revise an "overloaded" sample to achieve restraint.          15. Create a personal bio with appropriate restrained use of modifiers, and          16. Review and refine that bio with the help of a partner.</p> <p><b>Assessments/Resources:</b>          Common Assessment: Students will write a persuasive essay, focusing on the 6-point rubric for organization. Possible prompts deal with: school uniforms, locker searches, too much homework, censorship, litter, new highway exit, computers in the classroom, bilingual education, grade scale change, and online schools.</p> <p>Resources:          Spandel, Vicki, &amp; Jeff Hicks. "Write Traits Advanced Notebook, Level 1. Wilmington, MA: Great Source Education Group 2006.</p>
<p>1/12/2009          Days: 7</p>	<p><b>Title:</b>          ELA/MME: Reading Test Genre Study</p> <p><b>Standards:</b>          CE 2.1.4-Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.          CE 2.1.6-Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.          CE 2.3.1-Read, listen to, and view diverse texts for multiple purposes such</p>

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as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

CE 2.3.3-Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

**Essential Questions:**

1. What can I expect on the MME/ACT test next year?
2. How important is time on the MME/ACT test?
3. What are the general PLAN test-taking tips?
4. How do I mark up a passage of reading so that I may not only better understand the information, but also refer back quickly for reference?
5. How do good test takers use the "process of elimination" strategy to successfully answer test questions (extremes, absolutes, bait and switch, not mentioned but sounds good)?
6. How can I determine if a question is a main idea question or a general information question?
7. What reading strategies must I use when taking a timed test?
8. What reading strategies must I use to effectively answer line detail questions and inference questions?
9. What is a question stem, and how do I translate question types to understand what is being asked?
10. What are WorkKeys texts, and what reading skills do employers believe are critical to job success (memo, letter, direction, sign, notice, bulletin, policy, regulation)?

**Big Ideas/Concepts:**

1. Knowing exactly what to expect is key to doing well on any timed, standardized test.
2. Good test takers know exactly how many questions are in each section, what kinds of questions there are, and how much time there is to answer them.
3. Students who are familiar with tests like the ACT know that must be

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	<p>careful of "distracter" answer choices.</p> <p>4. Using process of elimination is particularly helpful in answering main idea questions and general information questions.</p> <p>5. There is a specific strategy to successfully answer a line-detail question.</p> <p>6. When faced with unfamiliar or difficult language, test takers need to determine the stem question, which will help translate into an understandable task.</p> <p>7. The WorkKeys Reading for Information Test evaluates a students ability to read and understand text that is written for different purposes.</p> <p><b>Skills:</b>        By the end of this unit, students will:</p> <ol style="list-style-type: none"> <li>1. Develop familiarity with exactly what will be on the MME test.</li> <li>2. Practice and become familiar with effective test-taking strategies:          -understand that using the process of elimination strategy consistently will improve their scores:          -extremes          -bait and switch          -absolutes          -not mentioned but sounds good</li> <li>3. Determine if a question is a main idea question, a general information question, or a line-detail question.</li> <li>4. Determine what the question stem is asking in order to find the correct answer.</li> <li>5. Understand WorkKeys text and their level of understanding.</li> <li>6. Simulate actual test taking conditions.</li> </ol> <p><b>Assessments/Resources:</b>        Resources: Oakland Writing Project ELA/MME Unit of Study: Reading  <a href="http://actstudent.org/testprep/">http://actstudent.org/testprep/</a>  <a href="http://www.act.org/store">www.act.org/store</a></p>
<p>1/20/2009          Days: 7</p>	<p><b>Title:</b>          ELA/MME Unit of Study: Writing</p> <p><b>Standards:</b>          CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning- drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or</p>

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reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.4-Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements

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support or confound meaning or purpose.

CE 4.1.1-Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.3-Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

CE 4.1.5-Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

**Essential Questions:**

1. How do good test takers "read around" the question?
2. How do I use my rhetorical skills strategies to determine the best organization for a passage?
3. How do I use my rhetorical skills strategies to determine the best transitions for a passage?
4. How do I use my rhetorical skills strategies to determine the quality of the writer's argument?
5. How do I use my rhetorical skills strategies to determine whether the writer has a clear purpose, clear audience, sense of unity, and sense of focus?
6. How do I analyze a prompt so that I can write an essay that addresses the prompt completely?
7. What do OMIT and NO CHANGE differ?
8. How do I use a rubric effectively and on demand?
9. How do I incorporate ideas into a paragraph, being careful to include assertion, evidence, and warrant.

**Big Ideas/Concepts:**

1. The unit positions students as knowledgeable and independent users of the following writing skills and strategies:
  - using editing skills to answer objective questions about grammar
  - analyzing prompts
  - reading and scoring sample student essays using rubrics
  - writing strong arguments
  - dealing with time constraints
2. Using metacognition to enhance learning will increase independent

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performance. Thinking aloud and reflection are useful tools for both instruction and assessment.

3. Specific elements are focused upon in this type of testing: grammar and usage, verb usage, rhetorical skills, word choice, relative pronoun, adjectives, adverbs, writer's strategy, evidence

**Skills:**

By the end of this unit, students will be able to:

1. demonstrate proficiency in using process of elimination strategy
2. recognize and understand grammar and usage questions as well as rhetorical
3. skills questions.
4. successfully "read around" the underlined portion of the test to look for 5. little clues or hints to the correct answer.
6. truly understand what a test question is asking.
7. use their knowledge of grammar, usage, and mechanics to select the correct answer on objective questions.
8. understand that the ACT uses prepositional phrases, unusual word order, and compound subjects or collective nouns as subjects to trick readers on subject verb agreement questions.
9. distinguish strong writing from weak writing by looking at rhetorical skills:
  - organization
  - effective transitions,
  - eliminating repetition or redundancy
  - quality of the argument
  - thesis and evidence
  - writing strategy
  - purpose
  - audience
  - focus
10. employ the ability to determine the most logical order for ideas in a sentence.
11. put sentences in logical order within a paragraph.
12. put paragraphs in logical order within a passage.

**Assessments/Resources:**

Resources: Oakland Writing Project ELA/MME Unit of Study: Writing Grade 10

<http://actstudent.org/testprep/>

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www.act.org/store

**Q3**

**Title:**

Contemporary Realistic Fiction (Huck Finn)

**Standards:**

CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.

CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

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CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.6-Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.4.1-Identify, explore, and refine topics and questions appropriate for research.

CE 1.4.2-Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.3-Develop and refine a position, claim, thesis, or hypothesis that

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will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

CE 1.4.4-Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.4.6-Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).

CE 1.4.7-Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.4-Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

CE 2.1.1-Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices,

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marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.4-Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.5-Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

CE 2.1.6-Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

CE 2.1.7-Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.8-Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

CE 2.1.10-Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

CE 2.2.1-Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).

CE 2.2.2-Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.2.3-Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

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CE 2.3.2-Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.

CE 2.3.4-Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.7-Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).

CE 3.1.1-Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

CE 3.1.2-Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.3-Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.4-Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

CE 3.1.6-Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.

CE 3.1.7-Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.

CE 3.1.8-Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

CE 3.1.9-Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

CE 3.1.10-Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

CE 3.2.4-Respond by participating actively and appropriately in small and

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large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

CE 3.3.1-Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.

CE 3.3.2-Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

CE 3.3.3-Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).

CE 3.3.4-Demonstrate knowledge of American minority literature and the contributions of minority writers.

CE 4.1.1-Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.2-Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

CE 4.1.3-Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

CE 4.1.4-Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

CE 4.1.5-Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

CE 4.2.1-Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

CE 4.2.2-Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

CE 4.2.3-Recognize and appreciate language variety, understand that all

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dialects are rule-governed, and respect the linguistic differences of other speech communities.

CE 4.2.5-Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**Essential Questions:**

1. How do I communicate truth?
2. What voice do I use to be heard?
3. Where do I see the satire in my life?
4. How can a person discover the truth about others?
5. How are we products of society?
6. How can I influence positive changes in social behavior?
7. What prejudices are we taught?
8. What is my responsibility for my own actions?
9. Why is the teaching of Huck Finn so controversial?
10. How have criticisms of the book changed from its 1885 publication to now?
11. What compromises of my integrity will I make in order to be accepted?
12. Is Huck a racist?
13. Should Huck Finn remain required core literature in American Literature classes?

**Big Ideas/Concepts:**

1. Integrity, discovering truth, courage, freedom, nobility
2. Satire, adventure, American culture in the 1800s
3. Democratic theories of life, liberty, and the pursuit of happiness
4. Forces of change.
5. Informational Text: (characteristics of) editorial, news article, critical analysis essay, literary analysis essay, feature video, political cartoons, satire in the media, literary nonfiction (The Tipping Point), (expository text): thesis, supporting ideas, statistical evidence, chronology, (organizational patterns): fact/opinion, cause/effect, theory/evidence, (critical perspective): facts and opinions, editorial perspective, writer's tone/bias, logic, authenticity, satire in film versus in print.

**Skills:**

1. Understand characteristics of: American Renaissance, Romanticism, Transcendentalism, Realism, Naturalism, Picaresque genre, Historical

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fiction, and Mark Twain.

2. Identify literary elements of: plot, setting, internal/external conflict, theme, characterization, mood, tone, style, author's purpose in writing the novel, elements of satire, motifs, and appearance vs. reality.

3. Recognize Literary devices: narration/point-of-view, irony vs. satire, understatement, vernacular language, figurative language, imagery, symbolism, allusions, and implied meaning.

4. Gain knowledge about historical/cultural aspects of novel: identify importance of events in text, symbolism (fog, river vs. shore), satirization of slavery, racism, alcoholism, gentility, religious hypocrisies, racial equality, perspectives on the use of epithets in the 1880s and now, stereotyping, culture of the 1880s, racism through dialogue, Realism vs. Romanticism,

5. Reading Comprehension strategies: annotate, compare/contrast, critique, determine importance, make connections, synthesize, visualize.

6. Daily fluency: engage in partner and choral reading, respond with quick writes,

7. Vocabulary development: sense of different language patterns (standard American English, African-American and Caucasian American southern dialects) use of vernacular, words from selection, academic vocabulary, the use of language to help facilitate understanding of the American South, language adoption to our modern world.

8. Writing strategies: process writing, appropriate language for the audience, analytical writing strategies, rubric writing, peer revision/editing skills, marginal notes, double-entry journal.

9. Grammar skills: elements of dialogue, parts of speech, editing skills.

**Assessments:**

1. Critical analysis/response to literature essay

2. Quick writes (3-point rubric)

3. Journal entries describing how Huck changes from the beginning to the end of the book. Support using text events that caused the changes (attitudes about right and wrong, knowledge of human nature, ability to make decisions)

4. Journal entries noting examples of narrative characteristics (understatement, irony, vernacular, elements of Picaresque genre)

5. Design rubrics for evaluating writing

6. Journal entries identifying the objects of Twain's satire.

7. Character Biography: use journal entries to describe how Huck changes

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throughout the book; support using text events that caused the changes.

8. Persuasive Writing: essay to persuade another person to stand up for what is right in a current social issue related to themes in the novel.

9. Write an essay (e.g. narrative, descriptive, comparative, expository, reflective) answering questions: What themes are represented across texts? Where do I see satire in my life? Where do the prejudices and social injustices exposed by Twain exist today? Where in y own life have I faced issues analogous to Huck's? What have I learned from Huck's experiences? How can this historic book guide me in today's world?

10. Research Options:

a. research and report on Mark Twain's life as a social critic and a storyteller; begin with Salwen's web page

<http://www.salwen.com/mtrace.htm>

b. research and report on challenges to reading Huckleberry Finn in HS English; public libraries' response then and now.

c. research and report on historical periods in which satire is used to tell the truth.

d. research and report historical elements from Huckleberry Finn and explain how they impacted the response to the book's release.

e. research and report news articles analyzing Huckleberry Finn at the time of its publication.

f. Summarize news articles and letters to the editor regarding the reading of Huckleberry Finn in HS English classes.

11. Authentic Writing: compose a letter to a legislator or to the editor regarding/condemning policies that promote racism or promote the teaching of prejudice

12. Speaking: Class/group discussions: prejudice, social codes, social action, censorship, tipping points in social change. Why did Twain choose Huck, an illiterate, young boy, as the voice through which to tell his story?

**Resources:**

Narrative Text: [The Adventures of Huckleberry Finn](#) (Mark Twain)

Informational Text: Is Huck Finn a Racist Book? (Peter Salwen)

<http://www.salwen.com/mtrace.html> censorship of satire

<http://en.wikipedia.org/wiki/Satire>

Linking Text:

Media: "Born to Trouble: Adventures of Huckleberry Finn" Culture Shock Series, PBS & Fordham 2000 and Companion Teaching Guide

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	<p>Satire: Doonesbury, political cartoons, The Simpsons, David Letterman's top ten lists, Mitch Albom Articles, "Rotation Of Earth Plunges Entire North American Continent into Darkness" The Onion, Feb. 27, 2006 <a href="http://www.theonion.com/content/node/45792">www.theonion.com/content/node/45792</a></p> <p>Texts: Speeches and essays by Langston Hughs, W.E.B. DuBois, James Baldwin, Martin Luther King Jr., Malcolm X. "Unfit for Children: Censorship and Race" in Understanding Adventures of Huckleberry Finn: A Student Casebook on Issues, Sources, and Historical Documents Claudia Durst Johnson 1996, 29-46.</p>
<p>2/15/2009 Days: 7</p>	<p><b>Title:</b> Sentence Fluency Trait</p> <p><b>Standards:</b>          CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.          CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).          CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).          CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.          CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning- drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.          CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.          CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.          CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected</p>

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pieces for a public audience.

CE 1.2.3-Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.8-Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 1.3.9-Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

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CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.5-Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

**Essential Questions:**

1. How do I assess an informational sample for general readability?
2. Why is it important to check the ratio of ideas to sentences?
3. How do I identify a persuasive writer's key point?
4. How do writers analyze transitions according to purpose?
5. What strategies help to create fluency in writing?
6. Why is it important for writers to listen for the effectiveness of sentence fluency?
7. What is appropriate and effective sentence fluency for a business letter?
8. How do I create professional writing that contains concise but polite expression?

**Big Ideas/Concepts:**

Sentence fluency is about the sound and rhythm of language. The way in which sentences are woven together affects not only the overall tone and voice of a piece, but also the clarity, and therefore meaning.

Sentence fluency is context sensitive. A narrative piece may have a poetic, almost musical sound, with syntactic emphasis like drumbeats. A business or professional piece may rely on short, direct, succinct sentences to relay the message in the most efficient manner possible.

**Skills:**

By the end of this unit, students will be able to:

1. Assess an informational sample for general readability, and assess to check the ratio of ideas to sentences.
2. Compare writing samples based on fluency.
3. Revise a short sample for fluency.

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	<p>4. Create original text that presents a complex idea in a "manageable sentence" format.</p> <p>5. Identify a persuasive writer's key point.</p> <p>6. Analyze transitions according to purpose.</p> <p>7. Compare and contrast texts with and without transitions.</p> <p>8. Revise someone else's text by adding transitional phrases.</p> <p>9. Create an original text that uses transitions in a balanced way.</p> <p>10. Read aloud to listen for the effectiveness of the sentence fluency.</p> <p>11. Identify the strategies that create fluency in a specific piece.</p> <p>12. Reformat a prose piece as poetry.</p> <p>13. Assess dialogue for authenticity.</p> <p>14. Write original, authentic dialogue.</p> <p>15. Create a short narrative piece with strong fluency.</p> <p>16. Review and revise business samples for appropriate, effective fluency.</p> <p>17. Create inflated samples on purpose to appreciate the value of concise expression.</p> <p>18. Create a short professional summary that reflects balanced fluency, and assess that summary with the help of a partner.</p> <p><b>Assessments:</b>        Common Assessment: Students will write a persuasive essay, focusing on the 6-point rubric for sentence fluency. Possible prompts deal with: school uniforms, locker searches, too much homework, censorship, litter, new highway exit, computers in the classroom, bilingual education, grade scale change, and online schools.</p> <p><b>Resources:</b>        Spandel, Vicki, &amp; Jeff Hicks. "Write Traits Advanced Notebook, Level 1. Wilmington, MA: Great Source Education Group 2006.</p>
<p>3/1/2009        Days: 25</p>	<p><b>Title:</b>        MLA Documentation</p> <p><b>Standards:</b>        1.1-Understand and practice writing as a recursive process.        1.3-Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).        1.4-Develop and use the tools and practices of inquiry and research-</p>

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generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 2.1.1-Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.4-Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.5-Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

CE 2.1.6-Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

CE 2.1.7-Demonstrate understanding of written, spoken, or visual

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information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

2.2-Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

CE 2.3.4-Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

4.1-Understand and use the English language effectively in a variety of contexts and settings.

CE 4.2.4-Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

CE 4.2.5-Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**Essential Questions:**

1. What is the difference between a research paper and a research report?
2. What are the general requirements for a research paper or report?
3. What are the four domains on which I will be graded?
4. What are parenthetical citations?
5. How do I correctly sight a parenthetical citation?
6. What is a work cited page and why do I need it?
7. What is plagiarism and how do I avoid it?
8. What is the difference between direct quotes, paraphrases, and summaries?
9. What information will I need to create a work cited page?
10. What is the correct order of information for each different type of source?

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11. How do I select and narrow a topic?
12. Where do I examine library and electronic sources?
13. What makes a source reliable?
14. What is a preliminary thesis statement and why is it important?
15. How do I read, study, and take notes when I am researching?
16. How do I formulate my final thesis statement?
17. How do I take all of my information and organize it into an outline?
18. What is involved in the drafting, editing, revising, and finalizing process of writing my research paper/report?
19. What is a statement of authorship and why is it important?

**Big Ideas/Concepts:**

Students will become more familiar with the Modern Language Association's (MLA) format for creating, documenting, and formatting a research paper/report.

Once students have a solid foundation of the rules of MLA, students will be allowed to decide which topic they will be researching. With the aid of the teacher, student will narrow down their topic appropriately.

Using the requirements established at the outset, as well as the rules of MLA, students may use the school library, their local library, and/or the internet to search for reliable sources for their topic.

Students will be expected to take notes and correctly document their sources as they proceed.

Students will create an outline after all of their information has been gathered.

Students will write their first draft based upon their outline. This draft will be peer edited with the rubric covering the four domains.

Changes will be made to the first draft and a final draft will be printed for the teacher. A Statement of Authorship will be signed and attached when the paper is turned in for grading.

**Skills:**

By the end of this unit, the student will be able to:

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1. distinguish between a research paper and a research report.
2. understand the domains of content, style, structure, and presentation.
3. correctly use parenthetical citation.
4. create a work cited page.
5. understand paraphrasing, summarizing, and direct quoting in relation to plagiarism.
6. understand how to narrow a topic into something manageable.
7. recognize a reliable source from propaganda.
8. create a solid thesis statement.
9. understand how to organize a vast amount of information.
10. peer edit using a domain rubric.
11. understand the importance of using MLA format.

**Assessments:**

Students will create two separate work cited pages using media from our school library.

Students will read an article from a magazine in which they will summarize, paraphrase, and directly quote the article. MLA documentation must be correct.

Students will fill out teacher generated handouts helping them to determine a topic, to narrow their topic, and to develop a preliminary thesis statement.

Students will be assessed daily on their work ethic and note taking during the actual research process.

The students outline will be graded for organization.

The first draft and peer edit activity will be assessed for accuracy and work ethic.

The final draft (with statement of authorship) will be graded using the teacher generated research paper rubric.

**Resources:**

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**Title:**

October Sky

**Standards:**

CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.2.3-Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.8-Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3-Select format and tone based on the desired effect and audience, using

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effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

2.1-Develop critical reading, listening, and viewing strategies.

2.2-Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

2.3-Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

3.1-Develop the skills of close and contextual literary reading.

3.3-Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.

3.4-Examine mass media, film, series fiction, and other texts from popular culture.

CE 4.1.2-Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

CE 4.2.1-Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

**Essential Questions:**

1. How can I discover the truth about others?
2. What sacrifices will I make for the truth?
3. What criteria do I use to judge my values?
4. How will I stand up for what I value?
5. What can I do to realize my dreams or visions for the future?
6. How do I handle others' points of view?
7. What role does empathy play in how I treat others?
8. What power do I have as an individual to make positive change?
9. How do I respond to improper use of power?
10. How do I determine when taking social action is appropriate?
11. What voice do I use to be heard?

**Big Ideas/Concepts:**

Students will build important background knowledge by viewing The Fragile Balance streaming video from Discovery Education to better understand the

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1950s, coal mining, and the Cold War.

Students will complete the vocabulary for each chapter before reading, read the chapter, and then answer the essay questions. The teacher will support this vocabulary as well as the topics for essay the questions in class by modeling and discussion.

Students will engage in small group and whole class discussions pertaining to this unit's essential questions and skill building.

Students will complete the unit by watching the film October Sky.

**Skills:**

By the end of this unit, the student will be able to:

1. identify the predominant motifs of the novel (pursuing a dream; persevering against all odds; the influence of an important person; personal ambition vs. family loyalty)
2. describe and analyze the relationships between the main characters:  
Homer and Elsie  
Sonny and Jim  
Sonny and Elsie  
Sonny and Miss Riley
3. explain the impact of Sputnik on the Cold War and subsequent U.S. educational policies
4. describe the personalities and explain the motivations of the main characters.
5. explain how Homer can be considered a tragic hero.
6. trace the evolution of Sonny and Homer's relationship, from adversarial to conspiratorial to cooperative.
7. define vocabulary words in context.
8. identify the climax and the significant events that lead to it.
9. describe how the mine is a symbol for Sonny's life.
10. describe how October Sky is a coming of age novel.
11. identify examples of metaphor, simile, irony, symbolism, and personification in the novel.
12. evaluate, through analysis of the consequences, the choices made by the protagonist, Sonny.
13. explain how motivation influences character.

**Assessments:**

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	<p>Teacher Generated Study Guide to include short-answer essay questions as well as vocabulary for each chapter. Resources for vocabulary and essay questions can be found in:</p> <p>Individual Learning Packet/Teaching Unit. "October Sky." Cheswold: Prestwick House Inc. www.prestwickhouse.com. 2002.</p> <p>Watson, Pat. October Sky Student Packet. San Antonio: Novel Units, Inc., www.educyberstor.com. 2003.</p> <p>Watson, Pat. October Sky Teacher Guide. San Antonio: Novel Units, Inc., www.educyberstor.com. 2003.</p> <p>Throughout the unit, students will compose three separate ACT persuasive writing papers answering one essential questions and using the novel as evidence for support or as a counterargument. The ACT Rubric will be followed.</p> <p>Students will complete periodic vocabulary tests over the chapters that are covered.</p> <p>Students will respond to constructed response questions dealing with one of the above mentioned skills. They will be graded using the Constructed Response Rubric.</p> <p>Students will complete a unit test covering all of the information gathered throughout the unit.</p> <p><b>Resources:</b></p>
<p>5/1/2009 Days: 10</p>	<p><b>Title:</b> ACT Persuasive Essay Writing</p> <p><b>Standards:</b> CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts. CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p>

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CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

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CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.4-Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

**Essential Questions:**

1. What type of writing do I have to do on the ACT/MME?
2. What types of prompts will I be asked to write about?
3. In what areas will I be expected to be competent?
4. What does the rubric look like?
5. How do I correctly use a rubric for grading?
6. How do I organize my ideas?
7. How do I maintain focus in a paper?
8. How do I create effective transitions between ideas?
9. What constitutes a well-developed introduction and conclusion?
10. How can I make my word choice precise?
11. Why is sentence variety a unique tool for writers? How can I use it?
12. With which conventions do I most struggle?

**Big Ideas/Concepts:**

Students will be exposed to and will dissect the expectations for the writing portion of the ACT/MME. Students will be expected to recognize and understand all of the factors that are important to take into consideration when composing a persuasive essay.

This unit will become the foundation of most writings that will be assigned in Language Arts.

**Skills:**

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	<p>By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. name and recognize the elements involved in writing a persuasive essay for the ACT.</li> <li>2. introduce and support a given topic through a well-developed thesis statement.</li> <li>3. take a position and offer a critical context for discussion.</li> <li>4. examine different perspectives, evaluates implications and complications, and respond to counter-arguments.</li> <li>5. demonstrate ample, specific, logical, and elaborated development of ideas.</li> <li>6. maintain focus throughout his/her paper.</li> <li>7. organize a paper in a clear and logical manner.</li> <li>8. create effect transitions between ideas.</li> <li>9. create well-developed introductions and conclusions.</li> <li>10. demonstrate a good command of language, including precise word choice.</li> <li>11. demonstrate sentence variety</li> <li>12. have control of conventions within his/her writing.</li> </ol> <p><b>Assessments:</b></p> <p>Outline, rough draft, final draft.</p> <p>Final drafts will be scored using the teacher generated, friendly version of the ACT Persuasive Essay Rubric.</p> <p><b>Resources:</b></p>
<p>5/5/2009 Days: 7</p>	<p><b>Title:</b> Conventions Trait</p> <p><b>Standards:</b>          CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).          CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.          CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing</p>

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on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.9-Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

**Essential Questions:**

1. What are the rules of paraphrasing?
2. How do writers analyze a paraphrase for accuracy and potential distortion?
3. What strategies do writers use for setting up a quotation?
4. What are the "nuts and bolts" of using quotations well?
5. What are the basics of capitalization and punctuation?
6. How do writers bend the rules to write a speech with style?
7. What impact do conventional errors have on the reader's impression of the writer?

**Big Ideas/Concepts:**

Conventions increase readability, making text easier to process.

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Conventions cover a wide range of concerns: spelling, punctuation, grammar and usage, capitalization, paragraphing, and presentation on the page.

**Skills:**

By the end of this unit, students will be able to:

1. Identify a paraphrase from sample text.
2. Analyze a paraphrase for accuracy and potential distortion.
3. Implement "nuts and bolts" rules for paraphrasing.
4. Review and revise paraphrasing samples and citations.
5. Paraphrase an author and cite the source appropriately.
6. Analyze a writer's strategies for setting up quotations.
7. Assess text in which a quotation is not set up well, and revise that text to improve the link between text and quotation.
8. Use quotations well.
9. Write a persuasive piece using quotations (sources provided).
10. Use capitalization correctly.
11. Bend the rules of capitalization.
12. Punctuate speech correctly.
13. Write monologue with distinctive style.
14. Recognize and correct basic spelling errors.
15. Recognize and correct basic capitalization errors.
16. Recognize and correct basic punctuation errors.
17. Edit copy to correct a variety of conventional problems.
18. Understand the impact of conventional errors on the reader's impression of the writer.

**Assessments:**

Common Assessment: Students will write a persuasive essay, focusing on the 6-point rubric for conventions. Possible prompts deal with: school uniforms, locker searches, too much homework, censorship, litter, new highway exit, computers in the classroom, bilingual education, grade scale change, and online schools.

**Resources:**

Spandel, Vicki, & Jeff Hicks. "Write Traits Advanced Notebook, Level 1. Wilmington, MA: Great Source Education Group 2006.

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Our Town

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**Standards:**

- 1.1-Understand and practice writing as a recursive process.
- 1.2-Use writing, speaking, and visual expression for personal understanding and growth.
- 1.3-Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
- 1.4-Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- 1.5-Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).
- 2.1-Develop critical reading, listening, and viewing strategies.
- 2.2-Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).
- 2.3-Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
- 3.1-Develop the skills of close and contextual literary reading.
- 3.2-Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
- 3.3-Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
- 3.4-Examine mass media, film, series fiction, and other texts from popular culture.
- 4.1-Understand and use the English language effectively in a variety of contexts and settings.
- 4.2-Understand how language variety reflects and shapes experience.

**Essential Questions:**

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1. How does a play write use dramatic conventions to enhance his/her play?
2. How are symbolic names used as a concrete object that stands for a complex or abstract idea/relationship?
3. How recurrent human situations show themselves as universality of theme?
4. How can literature stress a need for appreciation?
5. How can literature stress a belief in eternity?
6. How do expectations and traditions complicate human relations?
7. What outside influences affect a town's growth and development?
8. What role does nature play in the lives of a town's inhabitants?
9. What are my attitudes toward parenthood and how are they similar to particular characters?

**Big Ideas/Concepts:**

Themes and humanistic motifs that will be explored: growing up; specifically the growth of Emily from child to adult to spirit, getting an education, selecting a mate, creating a new family, the conclusion of individual lives in death, grief from loss, spirituality

Various social issues will be discussed, including suicide, alcoholism, snobbery, religious faith, stereotyping, prejudice

Students will note human responses to normal events of life: birth, graduation, marriage, property ownership, work, and death.

Meaning Study: Students will become familiar with exposition through the exploration of the terms: Antietam or Gettysburg, Pleistocene granite, mesozoic shale, Amerindian stock, brachiocephalic blue-eyed stock, belligerent man, Handel's "Largo," Whistler's "Mother," silicate glue, bewildered and crestfallen, genealogists.

**Skills:**

1. During this unit, student objectives are:
  - a. to note the value of reflection
  - b. to contrast Emily as daughter, student, bride, mother, farm worker, class officer, and spirit.
  - c. to describe the scientific, social, and economic data about Grover's Corners.
  - d. to read aloud examples of aphorism, advice, superstition, tradition,

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- vernacular speech, and wisdom.
- e. to study the convention of omniscience.
  - f. to analyze the childhood and maturing of George and Emily
  - g. to isolate names with symbolic meaning.
  - h. to explain Emily's discontent
  - i. to enumerate examples of social dysfunction.
  - j. to explain the appeal of weddings and funerals in literature.
  - k. to enumerate ways that the funeral changes the story.
  - l. to discuss the use of periodic and balanced sentences, dialogue, and cause and effect logic and their influence on the play.
  - m. to explain the value of patience and trust.
2. Students will demonstrate their ability to complete analogy questions and sentence completions.

**Assessments/Resources:**

1. Students will begin the unit by doing a "Quick and Dirty" research project. In groups of four, students will research one of the following topics, and then present their findings to their classmates in the form of an informational speech: Thornton Wilder, *Critical Reception of Our Town*, Daily farm life in rural New England (1900), marriage rituals, funeral rituals, and Peterborough, NH. Students will be expected to use correct MLA documentation in citing their sources.
2. Students will become familiar with unfamiliar vocabulary, which will be given on a daily basis.
3. Students will be expected to perform comprehension study in the form of essay questions. All essay questions will focus on the use of meta-cognition.
4. Students will be expected to do free writes at the beginning of some class periods in order to engage their minds on the topic to be discussed/debated.
5. Students will be assigned their choice of essay topics to choose from in which they will be expected to compose using the ACT Persuasive Essay Scoring Guide.
6. Since our school consists of many towns, we will use our school as our town in this assessment. Students will identify a location in the school that is considered a hub of interesting activity. With a partner, students will observe and photograph (with the subject's permission) the activities in that particular location. Students will write a newspaper article about their observations along with the photography collected.