

Time Frame	Unit/Concepts
September-Mid-October	<p><b>Unit 1: Short Stories</b></p> <ul style="list-style-type: none"> <li>• Read numerous short stories including but not limited to : “The Contents of the Dead Man’s Pocket”, “Two Friends” “Damon and Pythias”, “The Monkey’s Paw”, “The Bridegroom”, “Masque of the Red Death”, “There Will Come Soft Rains”, “The Garden of Stubborn Cats”, “The Open Window”, “The Princess and All the Kingdom”, “The Censors”</li> <li>• Analyze the effect of the parts of the plot.</li> <li>• Identify significant details and analyze their importance to the story.</li> <li>• Identify theme and determine if it is stated or implied. <ul style="list-style-type: none"> <li>▪ What makes a theme universal?</li> <li>▪ Determine the impact theme has on a story.</li> </ul> </li> <li>• Clarify details in a story using an appropriate strategy: <ul style="list-style-type: none"> <li>▪ reread a passage to further understanding</li> <li>▪ read ahead looking for clues</li> <li>▪ summarize a passage to synthesize your own thoughts</li> <li>▪ Identify the suspense in a passage <ul style="list-style-type: none"> <li>• How does the author use suspense in the text?</li> <li>• How does suspense build within a story?</li> <li>• What is the purpose of suspense?</li> </ul> </li> </ul> </li> <li>• Use context clues to determine the meaning of unfamiliar words.</li> <li>• Determine the role setting plays in a story.</li> <li>• Analyze how mood is determined in a short story.</li> <li>• Grammar skills will vary depending on the needs of the students.</li> <li>• plot</li> <li>• exposition</li> <li>• rising action</li> <li>• climax expected or unexpected</li> <li>• falling action</li> <li>• resolution/denouement</li> <li>• theme: implied or direct; universal theme</li> <li>• mood</li> <li>• setting</li> <li>• conflict</li> <li>• point of view</li> <li>• suspense</li> <li>• significant details</li> </ul>
October-Thanksgiving Break	<p><b>Unit 2: <i>Animal Farm</i></b></p> <p><b>Unit Themes:</b> Importance of Leadership, Making choices, Finding a voice</p> <ul style="list-style-type: none"> <li>• Define and identify allegory based on reading <i>Animal Farm</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• Determine to whom each character represent historically.</li> <li>• Trace the allegory by connecting the events of the novel with event in history.</li> <li>• Identify, define and give examples of propaganda types-the big lie, scapegoating, rewriting history.</li> <li>• Create a poster and deliver a presentation using the elements of propaganda.</li> <li>• Identify irony and explain how it connects what the animals believe and what the readers know.</li> <li>• Explain how the story can be considered a fable.</li> <li>• Explain Orwell’s view of capitalism, socialism, communism, and totalitarianism based on the novel.</li> <li>• Define and explain the term “cult of personality” and analyze how it is used in the novel.</li> <li>• Define and explain the point of the story is written.</li> <li>• Explain the main conflict.</li> <li>• Analyze the traits of the characters and how those traits make them susceptible to manipulation.</li> <li>• Plan, write and revise various essays</li> </ul> <p><b>Terms/Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Allegory</li> <li>• Satire</li> <li>• Parody</li> <li>• Irony</li> <li>• Fable</li> <li>• Propaganda</li> <li>• capitalism</li> <li>• Communism</li> <li>• Socialism</li> <li>• Totalitarianism</li> </ul>
<p>Late November-Early January</p>	<p><b>Unit 3: Fahrenheit 451</b></p> <p><b>Unit Theme:</b> Effects of Media/Social Media and Censorship</p> <ul style="list-style-type: none"> <li>• Identify main themes of the story</li> <li>• Discuss elements in the story that classify science fiction</li> <li>• Develop a character sketch</li> <li>• Cite static and dynamic characters and give reasons for their classifications</li> <li>• Discuss the role of a hero and anti-hero</li> <li>• Discuss the use of symbolism</li> <li>• Analyze the concepts of conformity and rebellion as illustrated in the book</li> <li>• Discuss concepts of utopian and dystopian societies and cite examples of both used throughout the novel</li> <li>• Discuss the role of propaganda as it relates to this story</li> <li>• Discuss the role of mass media</li> </ul>

	<ul style="list-style-type: none"> <li>• Write, plan and revise a social commentary based on the novel- What message is the author sending to the audience?</li> </ul> <p><b>Terms/Key concepts</b></p> <ul style="list-style-type: none"> <li>• dystopia</li> <li>• utopia</li> <li>• symbolism</li> <li>• social media</li> <li>• mass media</li> <li>• propaganda</li> <li>• static/dynamic characters</li> <li>• round/flat characters</li> <li>• verisimilitude</li> <li>• irony- dramatic, verbal, situational</li> <li>• science fiction</li> </ul>
<p>January- March</p>	<p><b>Unit 4: <i>Caesar</i></b>  <b>Unit Themes:</b> Betrayal, Corruption, and Loyalty</p> <ul style="list-style-type: none"> <li>• Write a literary response to <i>The Tragedy of Julius Caesar</i></li> <li>• Write a persuasive essay</li> <li>• Deliver a eulogy</li> <li>• Translate Shakespearean Language into modern language</li> <li>• Complete a multimedia presentation interpreting the theme, characters, or conflict in the play</li> <li>• Write a paper explaining the true motivations of the characters</li> <li>• Discuss what motivates characters to act</li> <li>• Identify and explain the exposition in drama</li> <li>• Accurately use text aides to create meaning in a drama</li> <li>• Identify the purpose of blank verse in Shakespearean drama</li> <li>• Define iambic pentameter and explain its purpose</li> <li>• How does one read iambic pentameter?</li> <li>• Identify and explain three types of speeches used in drama</li> <li>• Explain the authors use of irony</li> <li>• Identify and explain tragic character             <ul style="list-style-type: none"> <li>○ What is a tragic flaw?</li> <li>○ What prevents characters from being considered noble?</li> </ul> </li> <li>• Explain the elements of tragedy</li> <li>• Explain how an author uses suspense</li> <li>• Analyze the text and determine true motives</li> </ul> <p><b>Terms/Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Tragedy</li> <li>• Tragic flaw</li> <li>• Tragic character</li> <li>• Iambic pentameter</li> <li>• Blank verse</li> <li>• Conflict in drama</li> <li>• Suspense</li> </ul>

	<ul style="list-style-type: none"><li>• Monologue</li><li>• Soliloquy</li><li>• Aside</li><li>• Paraphrase/summarize</li></ul>
April-End of School Year	<p><b>Unit 5: <i>To Kill a Mockingbird</i></b> <b>Unit Themes:</b> Standing up for What you Believe in and Overcoming Stereotypes</p> <ul style="list-style-type: none"><li>• Write a research paper about a person who took a stand for what he/she believed in</li><li>• Write responses to several complex focus questions</li><li>• Accurately cite a paper and create a Work cited page</li><li>• Identify authors purpose for including multiple perspectives on one topic in a novel</li><li>• Identify and explain the use of minor characters</li><li>• Identify and explain foil and alter ego</li><li>• Explain the three elements of setting</li><li>• Identify and explain the use of flat/round static/dynamic characters</li><li>• Identify the types of conflict in a novel and their purpose in the book</li><li>• Explain the meaning of idioms</li><li>• How is irony used in the novel?</li><li>• Why does an author use foreshadowing?</li></ul> <p><b>Terms/Key Concepts</b></p> <ul style="list-style-type: none"><li>• Prejudice</li><li>• Stereotype</li><li>• Flat/round character</li><li>• Static/dynamic character</li><li>• Mood/inference</li><li>• Alter ego/foil</li><li>• Conflict</li><li>• Idiom</li></ul>