

Time Frame	Unit/Concepts
September-Mid-October	<p>Unit 1: High School Literacy-Informational Texts Unit theme: Students will analyze the features, forms, and types of informational texts to become more fluent and effective readers. Students will also practice and implement multiple informational reading strategies and techniques.</p> <ul style="list-style-type: none"> • Identify and utilize basic expository text reading strategies • Identify expository text features; differentiate between text features and explain their functions • Analyze the structure of expository paragraphs (topic sentences, facts/opinions/expert opinions, organizational patterns, tone, style) • Construct expository essays utilizing basic paragraph organizational patterns • Analyze expository articles utilizing “Close and Critical Reading” strategies • Utilize ACT/EXPLORE test reading samples and questions to practice expository reading skills • Identify the role of transitions in expository writing; successfully implement transitional statements into expository essays • Properly utilize commas in expository writing • Analyze expository paragraphs for topic sentences and main ideas • Become familiar with ACT English and Reading test formats <p>Key Terms/Concepts genre narrative text expository text analysis main idea topic formatting precise language topic sentence conventions graphics inference sources domain specific vocabulary substantive topics support cohesion evidence key points concluding statement transitional words conclusion formal style informal style thesis style tone synthesis</p>

	<p>objective tone subjective tone expert opinion inference generalization close and critical reading summary/summarizing claim/counterclaim</p>
<p>October-Thanksgiving Break</p>	<p>Unit 2: High School Reading-Literature Unit theme: Students will read and analyze the plot structure, literary techniques employed by authors, and figurative language in short stories. Students will compose a personal narrative, as well as a persuasive essay. As a culminating project, students will create a multi-media presentation applying themes from the short stories to selected media and their own lives.</p> <ul style="list-style-type: none"> • Explain the differences between narrative and expository texts • Introduce the term theme; identify and apply themes evident in selected short stories • Analyze and apply plot structure terms to short stories • Identify figurative language used in short stories • Explain the concept of characterization and analyze how an author builds a character in a narrative • Plan, draft, revise, edit, and publish a personal narrative • Analyze the structure of an ACT-style persuasive essay; write a well-structured ACT persuasive essay • Develop a multi-media presentation based on themes from short stories/outside media sources • Utilize context clues to identify unfamiliar words/phrases • Use reference materials to correctly define unfamiliar words/phrases • Utilize “Close and Critical Reading Strategies” for narrative texts <p>Key Terms/Concepts genre narrative plot exposition rising action conflict climax falling action resolution synthesis inference prose characterization theme antagonist protagonist suspense figurative language metaphor simile</p>

	<p>personification allusion irony foreshadowing critique profundity literature summary analysis/analyze cite main idea textual evidence objective subjective complex characters text development values conventions</p>
<p>Late November-Early January</p>	<p>Unit 3: High School Writing/Research Unit Theme: Students will utilize reliable internet resources to effectively research and compose a 3-4 page paper in correct MLA style and format.</p> <ul style="list-style-type: none"> • Plan, draft, revise, edit, and publish a history-based research paper (following proper MLA format) • Construct bibliography and note cards with compiled research information • Construct a properly-formatted MLA bibliography • Locate appropriate source materials using scholarly data-bases • Utilize reading strategies from first unit of year to obtain information from research articles • Construct a thesis statement, with paragraphs that support the thesis statement • Explain the difference between a summary and a paraphrase; construct summaries and paraphrases <p>Key Terms/Concepts expository writing genre research inquiry summarize/summary paraphrase quote cite/citation bibliography/works cited primary source secondary source plagiarism controlling purpose pronoun tense agreement conventions formatting</p>

	<p>literary analysis symbol/symbolism conventions denotation resolution indirect characterization internal conflict figurative language protagonist foil drama aside soliloquy verse stanza couplet rhyme free verse metaphor personification analogy imagery allusion round character static character idiom tragic flaw</p> <p>poetry figurative language connotation euphemism complex characters direct characterization external conflict foreshadowing antagonist foot comedy/tragedy monologue dialogue sonnet quatrain meter blank verse figure of speech simile pun oxymoron irony epithet flat character dynamic character prose</p>
	<p>Unit 5: <i>Of Mice and Men</i> Unit Theme: Learning Life’s Lessons Through Literature-Relationships</p> <ul style="list-style-type: none"> • Plan, draft, edit, revise, and publish a personal narrative. • Participate actively and collaboratively in a literature circle. • Use Steinbeck’s style as an example to “show” rather than “tell” while writing descriptively. • Analyze symbolism, using both poetry and narrative texts. • Participate in choral reading activities to increase fluency. • Identify and explain the author’s use of figurative language in narrative texts. • Construct an MLA-formatted literary analysis, focusing on major themes or literary language evident in the novel <i>Of Mice and Men</i>. • Explain different forms of characters in narratives. • Connect expository texts, narrative texts, and poetry to the unit themes. • Explain the difference between denotation and connotation. • Utilize previewing, activating background knowledge and comprehension strategies for narrative and expository texts. • Utilize appropriate transitional words and phrases while writing in multiple genres. • Grammatical skills: Fixing sentence fragments; differentiating between compound and complex sentences. <p>Terms/Key Concepts style</p>

	tone diction comprehension narrative novella symbiosis literary criticism characterization theme motif imagery dialogue fluency literary analysis empathy novel prose poetry explication symbol/symbolism figurative language conventions connotation denotation euphemism characterization tragic resolution round character flat character static character dynamic character
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