“Travel far enough, you meet yourself.”
—David Mitchell

Randolph Township Schools
Randolph High School

English I

Humanities Department
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## Randolph Township Schools
### Department of Humanities
#### English I

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Randolph Township Schools

Mission Statement

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

Randolph Township Schools

Affirmative Action Statement

**Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district’s curriculum and instruction are aligned to the state’s standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972
The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth
In ninth grade English classes, students engage in discourse about multiple genres of literature as well as topics of current concern and interest, using language for a variety of purposes, including telling stories, sharing information, questioning, persuading and achieving collaborative goals. Students are immersed in Shakespearean drama, poetry from across the globe, and samples of seminal American literature, while also learning the tools and strategies necessary to become more sophisticated independent readers while using self-selected and teacher-guided selections. Students increase their vocabulary, improve comprehension skills, enhance literary responses, and develop an appreciation of literature. Students learn to articulate their literary analysis using a variety of modalities including written response, public speaking, and electronic media. Students use reading to actively construct meaning and connect with others’ ideas. They grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, as well as common aspects of human existence. To achieve these goals, the course will be guided by the New Jersey Student Learning Standards and goals established by the Randolph Township Board of Education.

Honors English I is offered to students who have demonstrated superior ability, motivation, and performance and who wish to pursue excellence and sophistication in reading, writing, listening, speaking, viewing, and critical thinking. Students interpret, analyze, and otherwise respond to significant works of literature from various genres. Fundamentals of thesis-control and personal-voice writing receive careful attention. The course also focuses on vocabulary, grammar, usage, mechanics, sentence structure, and paragraphing. All students write a research paper.
English I Honors Student Expectations

Literature
Independent reading: 25-30 pp. per night
Full-length works: 4 novels, 2 plays
Literary/poetic terms
Units from literature anthology (all genres)

Writing/Grammar
Four types of writing: persuasive, narrative, descriptive, comparison/contrast
Thesis-driven essays: 2 per quarter
Research paper: 4-6 pages
Reflective/Responsive journals
Creative writing: expressive, extensions of literature, personal essays, poetry
Timed writings (in class): 1 per quarter (minimum)
Text selection to be applied to other readings
Higher-level grammar concepts and usage
Independent study of basic grammar concepts as needed by student need

Vocabulary:
Literature-based vocabulary in context

Participation
Participation in the class is essential to the student’s grade. This includes completed homework assignments as well as speaking in the classroom and working cooperatively with peers.

English IA Student Expectations

Literature
Independent reading: 20-25 pp. per night
Full-length works: 4 novels, 1 play
Literary/poetic terms
Units from literature anthology (all genres)
Writing/Grammar
Four types of writing: persuasive, narrative, descriptive, comparison/contrast
Thesis-driven essays: 1 per quarter
Research paper: 3-4 pages
Reflective/Responsive journals
Creative writing: expressive, extensions of literature, personal essays, poetry
Timed writings (in class): 1 per quarter (minimum)
Text selection to be applied to other readings
Higher-level grammar concepts and usage
Independent study of basic grammar concepts as needed by student need

Vocabulary
Literature-based vocabulary in context

Participation
Participation in the class is essential to the student’s grade. This includes completed homework assignments as well as speaking in the classroom and working cooperatively with peers.

English IB Student Expectations
Literature
Independent reading: 15-20 pp. per night
Full-length works: 4 novels, 1 play
Literary/poetic terms
Units from literature anthology (all genres)

Writing/Grammar
Types of writing: persuasive, narrative, descriptive, comparison/contrast
Thesis-driven essays: 1 per semester
Research paper: 3 pages
Reflective/Responsive journals
Creative writing: expressive, extensions of literature, personal essays, poetry
Timed writings (in class): 1 per semester (minimum)
Text selection to be applied to other readings
Review of grammar concepts and usage

**Vocabulary**
Literature-based vocabulary in context

**Participation**
Participation in the class is essential to the student’s grade. This includes completed homework assignments as well as speaking in the classroom and working cooperatively with peers.
COURSE LEVEL EXPECTATIONS
For each of the four years of high school, every student is required to pass a year-long English class that is offered at four levels. Teacher recommendation, classroom performance, and diagnostic assessments are the primary criteria for determining appropriate course levels. Based on classroom performance and teacher recommendation, students may drop one level at the end of any marking period or rise one level at the end of any semester.

To move up a level, the following indicators should be present:
- An average of 97 or above
- An apparent ease with assignments
- An ability to grasp concepts quickly
- A capacity for thinking at a deeper level with greater insight
- An interest in the subject matter that seems more appropriate to a higher level student

***Please note that students who have an A in a class may simply be appropriately placed and are able to shine at that level. Having an A average alone does not indicate that a student should move to a more advanced level.

To drop a level, at least three of the following indicators should be present:
From an H or A level class:
- An average of a C
- Struggling or seeming overwhelmed by the work
- Inability to grasp concepts without additional, separate, individual explanation
- Critical thinking and writing skill levels noticeably lower than those of peers
- A lack of motivation to meet the challenges of an accelerated course

**Regarding lack of motivation: If students do not submit work, it is difficult to gauge intelligence and ability level. Although having difficulties completing homework assignments will naturally impact a student’s grade, homework is only a portion of the average. Therefore, it stands to reason that if a student is appropriately placed, he/she should be able to maintain a high C average based on tests, essays, and participation.

Placement should focus on skill level and the amount of support, guidance, and motivation a student needs. The higher the level, the more independent, skilled, self-motivated, and perspicacious the student should be.

All Randolph High School English courses prepare students for college. In general, students at a higher level are expected to be more independent, self-disciplined, and self-motivated; they read more complex works; their writing is expected to be more fluent and more sophisticated, and their thinking more rigorous and original.
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>UNIT NUMBER</th>
<th>CONTENT - UNIT OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 weeks</td>
<td>I</td>
<td>Short Story</td>
</tr>
<tr>
<td>17 weeks</td>
<td>II</td>
<td>Novel (to be split among the 4 smaller novel units to be covered in the year)</td>
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<tr>
<td>2 weeks</td>
<td>III</td>
<td>Non-fiction</td>
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<tr>
<td>6 weeks</td>
<td>IV</td>
<td>Drama</td>
</tr>
<tr>
<td>3 weeks</td>
<td>V</td>
<td>Poetry</td>
</tr>
<tr>
<td>4 weeks</td>
<td>VI</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>
TRANSFER: Students will be able to construct a written assignment that successfully addresses the key elements and organizational techniques of a specific genre.

<table>
<thead>
<tr>
<th>STANDARDS / GOALS:</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
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<tbody>
<tr>
<td>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
<td>Short stories invite readers to explore the human experience across cultures and throughout history.</td>
<td>• Why do short stories matter?</td>
</tr>
<tr>
<td>RL.9-10.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</td>
<td>Active reading strategies help students to best engage with a text and promote critical thinking.</td>
<td>• How does one apply the key strategies that are essential to read, analyze, evaluate, and comprehend a short story?</td>
</tr>
<tr>
<td>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</td>
<td>Writers organize what they have to say, and use detail and elaboration to make ideas clear to their audiences.</td>
<td>• How does the organization of a short story impact the audience?</td>
</tr>
<tr>
<td>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
<td>Modern short stories do not always have a thorough resolution of conflicts.</td>
<td>• Must a story have a clear ending to be complete? Why?</td>
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<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
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<tr>
<td><strong>Students will know:</strong>&lt;br&gt;The elements of plot (setting, conflict, exposition, rising action, climax, falling action, denouement) are interrelated.</td>
<td><strong>Students will be able to:</strong>&lt;br&gt;Identify the elements of plot in a short story.</td>
</tr>
</tbody>
</table>
and logically sequence an unfolding story.

Analyzing the author’s use of plot and structural elements in a short story.

Recognizing, understanding and applying literary terms (antagonist/protagonist, round/flat, static/dynamic, irony, flashback, foreshadow, foil, microcosm, mood, personification, point of view, stereotype, symbolism, theme, tone, diction, syntax, cultural backdrop) enable a reader to understand a text critically and to be able to appreciate the art of great writing.

Writing a short story requires an understanding of plot, character, setting, and language in order to structure an engaging story that will appeal to a target audience.

Provide an objective summary of a short story.

Define and identify literary terms.

Analyzing literary terms in a short story, including how complex characters develop, organization of a short story, the development of themes, and the emotional connection to the audience.

Identify the character(s), setting, and language used in a short story unique to each author.

Construct a narrative that contains a plot, static and dynamic characters, clear setting, and consistent language.

Develop and strengthen writing with a focus on the elements of a short story.

**KEY TERMS:**

antagonist, protagonist, round, flat, static, dynamic, irony, flashback, foreshadow, foil, microcosm, mood, personification, point of view, stereotype, symbolism,
theme, tone, diction, syntax, cultural backdrop, plot, character, setting, conflict, exposition, rising action, climax, falling action, denouement

ASSESSMENT EVIDENCE: Students will show their learning by:
Performance Tasks:
● Writing reading journals on the short stories in which they analyze literary devices and structural techniques utilized and their overall impact on the short story.
● Writing a clear and concise narrative or analytical essay that successfully addresses the elements of a short story.

KEY LEARNING EVENTS AND INSTRUCTION:
● Students will read and annotate short stories to analyze how they incorporate the key elements of a short story.
● Students will participate in thoughtful full class and small group discussions during which they analyze the elements of plot in a short story.
### Suggested Time Allotment

<table>
<thead>
<tr>
<th>TIME ALLLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
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<tbody>
<tr>
<td>4 Weeks</td>
<td>Short Story</td>
<td>Freytag’s Pyramid for the elements of plot: <a href="http://www.ohio.edu/people/hartleyg/ref/fiction/freytag.html">http://www.ohio.edu/people/hartleyg/ref/fiction/freytag.html</a></td>
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<tr>
<td></td>
<td>- Short story structural techniques</td>
<td></td>
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<tr>
<td></td>
<td>- Read and annotate texts</td>
<td></td>
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<tr>
<td></td>
<td>- Analyze short story elements</td>
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**Required for each level:**

**Honors (at least four short stories including):**
- “There Will Come Soft Rains” by Ray Bradbury

**A Level (at least four short stories including):**
- “Contents of a Dead Man’s Pocket” by Jack Finney

**B Level (at least three short stories including):**
- “Lady or the Tiger?” by Frank Stockton

Source for common literary elements/devices: [https://literarydevices.net](https://literarydevices.net)
**TRANSFER:** Students will be able to understand their own and relate to others’ identities through the characterization and cultural influences of the novels.

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<td><strong>RL 9-10.1.</strong> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
<td>Authors use language to celebrate and give voice to the events and experiences that move readers from childhood to adulthood.</td>
<td>• What are the defining characteristics of childhood, adolescence, and adulthood?</td>
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<td><strong>RL.9-10.2.</strong> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</td>
<td>Readers’ experiences affect their understanding and enjoyment of a text.</td>
<td>• Why are rites of passage important?</td>
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<td><strong>RL.9-10.3.</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>Many works of literature examine the choices of characters and their consequences.</td>
<td>• How do culture influence our identity?</td>
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<td><strong>RL.9-10.4.</strong> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how</td>
<td>Readers better appreciate literature when they understand the author’s background and writing style, and can identify and understand literary techniques that are essential to comprehension.</td>
<td>• How do one’s choices affect outcomes for themselves and others?</td>
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**KNOWLEDGE**

**SKILLS**

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the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.5.** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

**RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or...

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**Students will know:**
Increasing reading comprehension (fluidity and understanding) emerges with the ability to identify main ideas, summarize a text, visualize images, make connection and draw inferences.

Understanding language involves recognizing connotation and denotation through context, word parts, roots and clues, and contributes to appreciating mood and irony.

Characterization (direct/indirect) and character types (foil, stereotype, antagonist, protagonist, round/flat, static/dynamic) convey complexity and fuel the events of a narrative.

Appreciation of point of view, diction, details, imagery, and syntax contribute to a better understanding of tone.

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**Students will be able to:**
Identify the main ideas of a novel or section of a novel.

Create an objective summary of a novel or section of a novel.

Analyze the main ideas and use of images in a novel.

Synthesize ideas and themes from across texts and genres.

Write a well-constructed essay that analyzes the literary elements in a text or texts.

Evaluate the effect of connotation and denotation on the interpretation of a particular scene in a novel.

Interpret an author’s use of mood by using the details of the novel.

Analyze the author’s use of irony as it pertains to character and plot development.

Analyze how complex characters develop over the course of a novel, interact with other characters, and advance the plot or develop the theme.

Identify point of view, diction, details, imagery, syntax, and tone in a novel.
consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Authors employ multiple techniques, structural elements, and devices to add meaning: climax, conflict, denouement, dialogue, exposition, falling action, flashback, foreshadowing, microcosm, personification, point of view, rising action, setting, vignette, symbolism.

The theme of a novel (prejudice, education, family, etc.) provides the central idea and topic of discourse for the text.

KEY WORDS:
antagonist, protagonist, irony, flashback, foreshadow, foil, microcosm, mood, personification, point of view, stereotype, symbolism, theme, tone, diction, syntax, cultural backdrop, plot, character, setting, conflict, exposition, rising action, climax, falling action, denouement, figurative and connotative meanings

Analyze an author’s use of literary devices in a novel.

Discuss how literary devices alter the overall impact of a key scene in a novel.

Identify the structural elements used in a novel.

Analyze how the author’s choices of how to structure a text creates mystery, tension, or surprise.

Analyze and predict how changes to the structural elements would alter the overall impact of a scene in a novel.

Evaluate the use of symbolism in a novel.

Determine a theme or central idea of a novel and analyze in detail its development over the course of the novel, including how it emerges and is shaped by various literary elements and refined by specific details.

Analyze a novel through a thematic lens.
ASSESSMENT EVIDENCE: Students will show their learning by in at least one of the following ways:
- Constructing an analytical or synthesis essay regarding the use of various literary elements.
- Participating in a Socratic Seminar in which students lead a self-directed conversation using student-created questions.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will construct an essay utilizing a graphic organizer in order to maintain a cohesive structure.
- Students will read and annotate the texts in each genre.
## SUGGESTED TIME ALLOTMENT

<table>
<thead>
<tr>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Weeks</td>
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<tr>
<td>To Kill a Mockingbird</td>
<td></td>
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<tr>
<td>Lord of the Flies or Fahrenheit 451</td>
<td></td>
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<tr>
<td>A Tale of Two Cities</td>
<td></td>
</tr>
<tr>
<td>Independent novel of student choice</td>
<td></td>
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<tr>
<td>Fahrenheit 451 or Lord of the Flies, The Eleventh Plague, Never Let Me Go, and Animal Farm</td>
<td></td>
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</tbody>
</table>

- Fahrenheit 451
- Lord of the Flies
- The Eleventh Plague
- Never Let Me Go
- Animal Farm

**A-level titles**

- To Kill a Mockingbird
- Lord of the Flies or Fahrenheit 451
- Choice of: A Separate Peace, Animal Farm, The House on Mango Street, or Bless Me, Ultima
- Independent novel of student choice
  - Fahrenheit 451 or Lord of the Flies, The Eleventh Plague, Never Let Me Go, and Animal Farm

**B-level titles**

- To Kill a Mockingbird
- Lord of the Flies or Fahrenheit 451
- Choice of: *A Separate Peace, Animal Farm, The House on Mango Street, Old Man and the Sea, A Night to Remember*
- Independent novel of student choice
  - *Fahrenheit 451* or *Lord of the Flies, The Eleventh Plague, Never Let Me Go,* and *Animal Farm*
**TRANSFER:** Students will be able to analyze and synthesize actual events and their connection to literature.

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<thead>
<tr>
<th>STANDARDS / GOALS:</th>
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<tbody>
<tr>
<td>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</td>
</tr>
<tr>
<td>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
</tr>
<tr>
<td>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
</tr>
<tr>
<td>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed</td>
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<thead>
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<tbody>
<tr>
<td>How authors manipulate language gives voice and sways readers when they read how one chooses to chronicle events and experiences.</td>
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<tr>
<td>Readers’ experiences and familiarity with a topic affect their understanding and reactions to a piece of reading.</td>
</tr>
<tr>
<td>The author’s background, writing style and intent in publishing document all factor into how one should read both fiction and nonfiction.</td>
</tr>
<tr>
<td>A good reader should identify and understand the elements of nonfiction that are essential to meaningful comprehension.</td>
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<tr>
<td>A reader should be able to detect bias and discern validity in a wide variety of texts.</td>
</tr>
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<table>
<thead>
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<th>ESSENTIAL QUESTIONS</th>
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<tbody>
<tr>
<td>• How can written and oral language be used to explore the events and ideas that shape people’s lives?</td>
</tr>
<tr>
<td>• How does one discern relevant content from nonfiction texts?</td>
</tr>
<tr>
<td>• How does an author’s background affect bias in his or her perspective in a nonfiction text?</td>
</tr>
<tr>
<td>• What content knowledge is needed in order to feel satisfactorily informed by a nonfiction text?</td>
</tr>
<tr>
<td>• How can one determine validity of a text?</td>
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</tbody>
</table>

**KNOWLEDGE**

**SKILLS**
and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6.** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

**RI.9-10.8.** Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

**RI.9-10.9.** Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts.

**W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a

<table>
<thead>
<tr>
<th>Students will know:</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonfiction pieces can be narrative or expository (for example: persuasive essay, article, news story or editorial).</td>
<td>Define and identify narrative pieces and expository pieces.</td>
</tr>
<tr>
<td>Reading and speaking about nonfiction requires an understanding of the same types of elements that guide fiction: allusion, analogy, anecdote, assertion, author’s intent, bias, connotation and denotation, deductive and inductive reasoning, irony, jargon, lead, main idea, rhetorical questions, satire, supporting details, and understatement.</td>
<td>Read and annotate nonfiction pieces to determine whether it is a narrative or expository.</td>
</tr>
<tr>
<td>Being able to evaluate multiple points of view helps a discerning reader to uncover versions of truths in texts.</td>
<td>Define and identify the elements that guide both fiction and nonfiction.</td>
</tr>
<tr>
<td>Determine an author’s point of view or purpose in a nonfiction text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td>Select and utilize textual evidence to support analysis of the nonfiction pieces.</td>
</tr>
<tr>
<td>Delineate and evaluate the argument and specific claims in a nonfiction, assessing whether the author’s reasoning is valid and the evidence is relevant and sufficient.</td>
<td>Determine an author’s point of view or purpose in a nonfiction text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
</tr>
<tr>
<td>Identify false statements and fallacious reasoning.</td>
<td>Identify false statements and fallacious reasoning.</td>
</tr>
<tr>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric in a nonfiction text.</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric in a nonfiction text.</td>
</tr>
</tbody>
</table>
day or two) for a range of tasks, purposes, and audiences.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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The foundational elements of academic writing, particularly having an effective thesis and being concise, are essential to nonfiction modes of writing.

**KEY TERMS:**
figurative and connotative meaning, inference, rhetoric, point of view, tone, persuasive, narrative, expository, creative writing, reflective writing, constructing paragraphs, organizing details, unity, coherence

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**ASSESSMENT EVIDENCE:** Students will show their learning by:

- Completing a written response that analyzes and synthesizes sources in order to make connections between literature and the world.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will complete a SOLE lesson utilizing what they learned from the nonfiction texts that can apply to the literature.
- Students will synthesize materials that can be combined/compared to pieces of literature in order to have a clearer cultural and/or historical backdrop with which to understand and analyze the text.
## SUGGESTED TIME ALLOTMENT

<table>
<thead>
<tr>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Weeks</strong></td>
<td></td>
</tr>
<tr>
<td>Nonfiction</td>
<td>choices.edu (available on Blackboard)</td>
</tr>
<tr>
<td></td>
<td>Room for Debate in NY Times</td>
</tr>
<tr>
<td>● Historical context</td>
<td></td>
</tr>
<tr>
<td>● Synthesis of sources</td>
<td></td>
</tr>
<tr>
<td>● Current argumentative editorials</td>
<td></td>
</tr>
</tbody>
</table>

**Required for each level:**

- **Honors** (at least five selections including):
  - “The White Lantern” by Evan S. Connell
- **A Level** (at least five selections including):
  - From *A Lincoln Preface* by Carl Sandberg
- **B Level** (at least four selections including):
  - From *Rosa Parks, My Story* by Rosa Parks and Jim Haskins
TRANSFER: Students will be able to analyze and appreciate the impact of dialogue and action in literature, leading to a more meaningful lifelong interest in the arts.

<table>
<thead>
<tr>
<th>STANDARDS / GOALS:</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
<td>Drama, through artistic choices in scripts, set design, costume, sound, lighting, props and make-up, reflects history, evolving eras and culture.</td>
<td>• Why have the tragedy and comedy genres endured for thousands of years? • What do the elements of popular theatre reveal about a people?</td>
</tr>
<tr>
<td>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</td>
<td>Appreciating the literary techniques that guide the commercial and artistic enterprises of the dramatic arts and theatre leads to a more meaningful lifelong interest in the arts.</td>
<td>• How does culture influence a person’s identity? • How can one use written and oral language to explore the events and ideas that shape one’s life?</td>
</tr>
<tr>
<td>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>Performers need to develop vocal and body control for communicating artistic expression and to convey an interpretation of a playwright’s words.</td>
<td>• How do actions and expressions of the character help improve and support a scene?</td>
</tr>
<tr>
<td>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KNOWLEDGE

SKILLS
Students will know:
The types of drama and productions thereof reflect the mores of societies.

The theme of a play provides the author’s message about a topic.

Tragic structure follows a set pattern (exposition, inciting event, rising action, climax, falling action, denouement, and resolution) that challenges the interpretive and analytical abilities of audiences and performers.

Students will be able to:
Apply knowledge of the time period to the events occurring in the play.

Analyze why the playwright would choose a particular topic and express it in a specific medium and setting.

Identify the theme of the play.

Analyze the development of the theme over the course of the play.

Select and utilize appropriate textual evidence to support the theme.

Define and identify the elements of tragic structure.

Analyze the tragic structure in a play using specific textual evidence.

Discuss how the play would have been different if the elements of the tragic structure were changed.

Define character terms and identify characters who fit into those categories.

Analyze the development of characters over the course of the play utilizing specific textual evidence.

Evaluate why the playwright would include certain
is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<table>
<thead>
<tr>
<th>KEY TERMS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>antagonist/protagonist, irony, flashback, foreshadow, foil, irony, microcosm, mood, personification, point of view, stereotype, symbolism, theme, tone, aside, comedy, dialogue, genre, hyperbole, iambic, internal rhyme, metaphor, meter, moral, onomatopoeia, prologue, rhyme scheme, simile, soliloquy, sonnet</td>
<td></td>
</tr>
</tbody>
</table>

Command of a critical vocabulary (flashback, foreshadowing, irony, microcosm, mood, personification, point of view, symbolism, tone, aside, hyperbole, iambic pentameter, metaphor, meter, moral, prologue, rhyme scheme, simile, soliloquy, sonnet) helps a reader/viewer better understand and articulate an appreciation of theatre.

**ASSESSMENT EVIDENCE:** Students will show their learning in at least one of the following ways:

- Constructing an analytical or synthesis essay regarding the use of various dramatic elements.
- Participating in an organized discussion in which they have an in-depth, thoughtful, academic conversation about the use of literary and dramatic elements in a play and the play’s connections to the world.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will view key scenes and compare the stage productions to the written word.
- Students will read dramatic literature aloud to analyze the use of blank verse versus prose.
## SUGGESTED TIME ALLOTMENT

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| 2-4 Weeks (depending on the work and level) | All levels: *Romeo and Juliet*  
Honors: *The Merchant of Venice* | William Shakespeare biography:  
[https://www.biography.com](https://www.biography.com)  
Shakespeare’s life:  
[http://www.folger.edu/shakespeares-life](http://www.folger.edu/shakespeares-life) |
**TRANSFER:** Students will be able to read and analyze poetry to interpret messages beyond their literal level, thus increasing communication skills.

<table>
<thead>
<tr>
<th><strong>STANDARDS / GOALS:</strong></th>
<th><strong>ENDURING UNDERSTANDINGS</strong></th>
<th><strong>ESSENTIAL QUESTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.9-10.1.</strong> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
<td>Poems are written for pleasure, instruction, and enlightenment.</td>
<td>• Why does one create a poem?</td>
</tr>
<tr>
<td><strong>RL.9-10.2.</strong> Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</td>
<td>Poems create connections between the poet’s life experience and others (cultural/historical).</td>
<td>• How does the speaker of the poem reflect its author?</td>
</tr>
<tr>
<td><strong>RL.9-10.5.</strong> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</td>
<td>Poems express the human condition through their language, style, voice, and content, and through use of literary devices.</td>
<td>• How does poetry express ideas and emotions differently from prose?</td>
</tr>
<tr>
<td><strong>RL.9-10.6.</strong> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
<td>Poets purposely manipulate structure in their writing for various purposes.</td>
<td>• How does the structure of poetry reveal the author’s purpose?</td>
</tr>
<tr>
<td><strong>W.9-10.1.</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td><strong>W.9-10.3.</strong> Write narratives to develop real</td>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td></td>
<td>Varied poetic devices contribute to the context and content of a poem: alliteration, allusion, figure of speech,</td>
<td>Identify and define poetic devices.</td>
</tr>
</tbody>
</table>
or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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<table>
<thead>
<tr>
<th>hyperbole, iambic, irony, metaphor, mood, onomatopoeia, personification, point of view, rhythm, simile, style, symbolism, theme, and tone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a poem that successfully utilizes various poetic devices.</td>
</tr>
<tr>
<td>Analyze the use of poetic devices in a text and consider how these devices affect the meaning and theme.</td>
</tr>
<tr>
<td>Identify and define various types of poems based on structure.</td>
</tr>
<tr>
<td>Rewrite a poem in a different poetic structure.</td>
</tr>
<tr>
<td>Evaluate the effect of certain poetic structures on the reader’s understanding of the poem’s meaning and theme.</td>
</tr>
<tr>
<td>Read and analyze a poem taking into consideration the various elements of a poem, specifically meaning, style, and structure.</td>
</tr>
<tr>
<td>Write a clear analysis of a poem—focusing on meaning, style, and structure—using strong direct textual evidence.</td>
</tr>
<tr>
<td>Read, discuss, and analyze a poem as a small group in order to navigate the poem as well as others’ perspectives of the poem.</td>
</tr>
<tr>
<td>Evaluate various types of poetry.</td>
</tr>
</tbody>
</table>

---

An understanding of the structure of a poem as a critical poetic form helps a reader better appreciate how writers convey meaning through various elements: ballad, blank verse, couplet, end rhyme, foot, free verse, internal rhyme, meter, pentameter, quatrains, refrain, rhyme scheme, soliloquy, sonnet, and stanza.

Analysis of a poem for meaning, style, and structure involves learning through analytical writing (i.e. analytical essay or journal) and collaborative discussions (i.e. literary circles and gallery walks).

As emerging writers it is important to compose a variety of poems using varied formats, both prescriptive and free-form.
KEY TERMS:
ballad, blank verse, couplet, end rhyme, foot, free verse, internal rhyme, meter, pentameter, quatrain, refrain, rhyme scheme, soliloquy, sonnet, stanza, allusion, hyperbole, irony, metaphor, mood, personification, point of view, simile, style, symbolism, theme, tone, alliteration, figure of speech, iamb, onomatopoeia, rhythm

Create several pieces using various styles of poetry.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Writing analyses of various styles of poetry.
- Creating poetry in different genres while adhering to the strict rules of each genre.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will work as a group to analyze poetry and consider various perspectives and interpretations.
- Students will read and annotate poems to analyze how they incorporate the key elements of poetry.
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| 3 Weeks                  | Poetry                | “37 Common Poetry Terms” by Robert Lee Brewer  
|                          | ● Poetry structural techniques  
|                          | ● Read and annotate texts  
|                          | ● Analyze poetry elements  |  
|                          | Required for each level:  
|                          | Honors (at least five poems including):  
|                          | ● “Sonnet 130” by William Shakespeare  
|                          | A Level (at least five poems including):  
|                          | ● “The Bells” by Edgar Allan Poe  
|                          | B Level (at least four poems including):  
|                          | ● “The Seven Stages of Man” by William Shakespeare |  
|                          | Poetry Glossary  
|                          | https://www.youngwriters.co.uk |
**TRANSFER:** Students will be able to locate and critically evaluate pertinent information from varied sources in order to present trustworthy and cohesive findings.

<table>
<thead>
<tr>
<th>STANDARDS / GOALS:</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
<td>The research paper is a learning project that allows students to demonstrate their analytical and argumentative skills in an academic forum to foster critical skills including locating and utilizing valid information in the real world.</td>
<td>• Why does research matter? • How accurately do novels depict real life?</td>
</tr>
<tr>
<td>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</td>
<td>Integrating varied resources that are reputable and free of bias to enhance one’s writing and argumentation abilities is a critical life skill.</td>
<td>• How does one use the ideas and research of others to support an argument? • How does one evaluate bias when researching material?</td>
</tr>
<tr>
<td>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td>Writers organize what they have to say to make their meaning clear to their audience.</td>
<td>• What does one communicate through research-based writing? • How does one adjust the writing to the audience?</td>
</tr>
<tr>
<td>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</td>
<td>Selecting the strongest evidence to prove a point is a critical skill to writing a paper with validity.</td>
<td>• How does selection of evidence impact the overall strength of writing?</td>
</tr>
<tr>
<td>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The ability to synthesize information across sources and/or genres is a crucial skill in order to best understand information and the world.

### KNOWLEDGE

#### Students will know:

The research writing process begins with a topic proposal, then pre-writing followed by multiple drafts that culminate with a polished, publishable piece.

Multiple resources (print, internet, databases) can be integrated with insights on both a social/historical issue and a primary source, which is a significant work of literature, to produce a well-supported argument.

### SKILLS

#### Students will be able to:

- Identify a topic about which to write—narrow or broaden coverage of the topic as necessary.
- Create an organized proposal for the selected topic.
- Build off of the proposal to create a rough draft of the research paper.
- Revise and edit rough drafts to create a polished, publishable piece.
- Evaluate various resources, including print, internet, and databases.
- Read and analyze sources to determine their connection to the topic of the research paper.
- Determine and use strong textual evidence in all stages of the research process.
- Synthesize multiple sources on the subject.

- How can one find relevant connections across mediums?

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person’s life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10.8.** Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

**RI.9-10.9.** Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts.

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating the ability to synthesize information across sources and/or genres is a crucial skill in order to best understand information and the world.

• How can one find relevant connections across mediums?
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.2. | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add

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Reputable sources can be discerned through investigation of author, relevancy, subject, and balance; writers must then give credit for intellectual property by citing correctly the paraphrased and quoted texts that are infused in their papers.

The organization and development of the paper are crucial in making it readable, affording it argumentative weight and demonstrating analytical competency.

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demonstrating understanding of the subject under investigation.

Evaluate the validity of a source by analyzing the author, currency, subject, and balance.

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Utilize proper MLA format when giving credit for ideas from an outside source.

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

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.

Assess the usefulness of each source in answering the research question.

Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support
interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8.1.12.D.2. Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

KEY TERMS:
argumentative writing, constructing paragraphs, unity, coherence, note taking, transitions, MLA citation formatting, integration of quotes, plagiarism, paraphrasing analysis, reflection, and research.

Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of time period or novel background.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task (research project), purpose (proposal, outline, rough drafts), and audience (academic).

ASSESSMENT EVIDENCE: Students will show their learning by:

● Writing a research paper that provides historical context for a novel

KEY LEARNING EVENTS AND INSTRUCTION:

● Students will discern reliable information by evaluating the legitimacy of electronic sources

● Students will practice paraphrasing as well as utilizing proper MLA citation skills when incorporating direct quotes
### SUGGESTED TIME ALLOTMENT

<table>
<thead>
<tr>
<th>weeks to novel unit chosen by teacher</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| +4 (+5 for B)                        | Mandatory MLA formatted-research paper steps to be assessed: | Purdue Owl Online Writing Lab  
https://owl.english.purdue.edu/ |
|                                      | ● Proposal of topic  
● Notetaking activity (for example: notecards/source cards, annotations, etc.)  
● Outline  
● Rough draft  
● Final draft | “Word Crimes” by W. A. Yankovic  
https://www.youtube.com/watch?v=8Gv0H-vPoDc&sns=em |
|                                      | Skills:  
● Brainstorming  
● Source evaluation  
● Notetaking  
● Paraphrasing  
● Direct quotes  
● Quotation integration  
● Outlining  
● Topic organization  
● Maintaining objective tone  
● MLA formatting | RHS Media Center: Databases  
|                                      | Length requirements (excluding the works cited page): | RHS Media Center: Online Resources  
http://rtnj.libguides.com/c.php?g=425264&p=4498637 |
|                                      |                                                     | RHS Media Center: Internet Search Tips  
|                                      |                                                     | RHS Media Center: Copyright Laws  
|                                      |                                                     | BOE Plagiarism Policy  
https://www.rtnj.org/site/handlers/filedownload.ashx?moduleinstanceid=2237&dataid=4047&FileName=plagiarism.doc |
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<td>Honors:</td>
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<td>A Level:</td>
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<td>B Level:</td>
<td>2-4 pages</td>
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Sonnet Template:
Name: ______________________________________________
Date: ____________________________ Period: __________

Directions: Use the template below to write your own sonnet. Focus on something you care about that has imperfections. The number corresponds with the line, and the letter corresponds with the rhyme scheme.

_________________________________________________________ (1.a)
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Names _________________________________________
Teacher
English IH

A Tale of Two Cities Mini-Research Paper

You and a partner will select one of the following topics for your research paper.

Requirements: 2-3 pages formatted in the style of a research paper
In-text citations
Two quoted passages
Works cited page
You must submit all materials with highlighted references with the final copy
Paper will be uploaded to SafeAssign by _______________________

Topics:
1. Study the causes of the French Revolution. How accurately does Dickens depict these causes?

2. Write about the French prisons mentioned in the novel: the Conciergerie, La Force, and the Bastille. Describe the conditions in those prisons during the 18th century.

3. Research the Jacquerie. How did this underground organization work? When was it established? Of what importance was it to the revolution?

4. Describe London during Dickens’s time.

5. Research songs/art/dance from this time period.

Deadlines:
You will research your topic in the library on _______________________

A rough draft will be due _______________________

The final copy will be due _______________________
Romeo and Juliet Research Topics

Select one of the following topics for a mini research paper. You must include in-text citations and a work(s) cited page. No wiki pages or encyclopedias may be used.

Queen Elizabeth
The church in fifteenth century England
English and royal nobility
Shakespearean language
Stratford-Upon-Avon
The Tower of London
The Protestant Reformation
Elizabethan education
Elizabethan London
Bubonic plague
Women in the theatre
Elizabethan clothing
English navy during Elizabethan times
English pirates
The Globe Theatre
Elizabethan medicine
Elizabethan crime and punishment
Elizabethan music and dance
Elizabethan child-raising practices
Antisemitism in Shakespeare
When reading a novel, it is necessary to understand the background and setting. Often the setting has a direct impact on the events and meaning of the story. *A Separate Peace* takes place during World War II (WWII) at a private boys’ preparatory high school.

In groups, research one of the following topics, prepare a visual and oral presentation, and present your information to the class. Some websites/links have been provided.

**Boarding Schools:** Prepare a presentation on what it would be like to be a student at a boarding school. Include in your presentation the admission requirements, location of the school, number of days students attend school, extracurricular activities offered, type of school (girls, boys, co-ed, religious etc...), and anything else you find interesting.

- St George's School  
  www.stgeorges.edu
- Phillips Exeter Academy  
  www.exeter.edu
- Miss Hall's School  
  www.misshalls.org
- Blue Ridge School  
  www.blueridgeschool.com

**Battles:** Create a timeline of the major battles of WWII beginning with the United States induction into the war. Your timeline should start with the attack on Pearl Harbor and end with the final battle. Include dates, location, outcome, and significance of the battle. You will be presenting your timeline to the class.

**Fashion/Food/Prices:** Use the Internet and suggested websites to locate information about these topics during the 1940s focusing on the early 1940s, the years during WWII. Prepare a presentation to show your information to the class.

**In the News:** Use the websites provided and the Internet to research stories and articles from newspapers and magazines about/during WWII. They can include personal stories from soldiers, families left behind on the home front, or anyone involved in the war effort.

**On the Home Front:** Use the Internet and the websites provided to prepare a presentation on the efforts that those on the home front did in order to support the war cause. Some suggestions would be what women did while men were at war, rationing, impact on students/kids, etc.

**Websites**

- Library of Congress  [www.loc.gov](http://www.loc.gov)
- Women and the Home Front during WWII  [http://www.teacheroz.com/WWIIHomefront.htm](http://www.teacheroz.com/WWIIHomefront.htm)
- Posters on the American Home Front  [http://americanhistory.si.edu/victory/index.htm](http://americanhistory.si.edu/victory/index.htm)
- Good for resources about anything related to WWII  [http://americanhistory.about.com/od/worldwarii/](http://americanhistory.about.com/od/worldwarii/)
Socratic Seminars

For each discussion question, students will write one paragraph answering the question. In total, this means students will write five paragraphs. (Each paragraph, at a minimum, must contain a strong topic sentence, one piece of textual evidence, and thoughtful analysis.)

To prepare strong questions, use the following guidelines:

- 1 question that connects the novel to an outside source (social, political, economic, or historical)
  - *Example:* How does the overuse of technology in Ray Bradbury’s “There Will Come Soft Rains” relate to society’s seeming dependence on technology today?
- 1 question based on literary elements
  - *Example:* Why does Bradbury *personify* the electric animals in the story, and what impact does it have?
- 1 question based on authorial intent (literary analysis)
  - *Example:* What impact does Bradbury’s continuous reference of the voice clock speaking in italic font have on the reader?
- 1 question based on theme
  - *Example:* How does Bradbury use destruction to explore man versus nature?
- 1 question based on connecting this work to another we have read in class
  - *Example:* How do Ray Bradbury and Edgar Allan Poe use rooms to symbolize the life cycle?

Questions and answers should be typed in MLA format.

*Please note:* The make-up assignment for missing the Socratic Seminar will be to complete the five questions and responses, and additionally to write an essay based on a Socratic Seminar question. If you miss the Socratic Seminar, please see me as soon as possible to discuss.
Literature Circle Role Sheet: Research Reporter

Name ___________________________________________ Meeting Date _______________________

Reading Assignment

Researcher: Your job is to dig up some background information on any relevant topic related to your book. This might include:

- The geography, weather, culture, or history of the book’s setting
- Pertinent information about the author and other related works
- Information about the time period portrayed in the book
- Information on any topics or events represented in the book
- Information on any topics or events that may have influenced the author
- Pictures, objects, or materials that illustrate elements of the book
- The history and derivation of words or names used in the book
- Information about any character that is based on a historical person

***This is not a formal research report. The idea is to find some information or material that helps your group understand the book better. Investigate something that really interests you – something that struck you as puzzling or curious while you were reading.

Ways of gathering information:

- The introduction, preface, or “about the author” section of the book
- Library books and magazines • On-line computer search or encyclopedia
- Interviews with people who know the topic (documentary clips are acceptable)
- Other novels, nonfiction, or textbooks you’ve read

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Literature Circle Role Sheet: Literary Luminary

Name ____________________________________________ Meeting Date _______________________

Reading Assignment

**Literary Luminary:** Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one, decide which literary element it demonstrates, and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. Remember, the purpose is to suggest material for discussion.

<table>
<thead>
<tr>
<th>Paragraph/Page #</th>
<th>Reason for Picking</th>
<th>How to Involve in Discussion</th>
</tr>
</thead>
<tbody>
<tr>
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Literature Circle Role Sheet: Discussion Director

Name ________________________________________________ Meeting Date _______________________

Reading Assignment

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don’t worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions.

Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. Your questions should bring about discussion and should not bring a single response.

Here are some to consider:
• A discussion of a work’s characters: are they realistic, symbolic, historically-based?
• What motivates the characters or leads them to make the choices they do?
• An in-depth discussion of the work’s events
• A discussion of any confusing passage or event
• The historical context and/or events that occurred in a particular work
• Commentary on the social, political, or economic context in which a work was written — how does the context influence the work?
• An analysis of a specific image, passage, phrase, etc. • An analysis of a recurring image, phrase, event, etc.

Q1: ________________________________________________________________

A: ________________________________________________________________

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Q2: ________________________________________________________________

A: ________________________________________________________________

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Q3:

A:
Literature Circle Role Sheet: Summarizer

Name ________________________________________________ Meeting Date _______________________

Reading Assignment

Summarizer: *Your job is to prepare a brief summary of today’s reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights, and general idea of today’s reading assignment.*

Summary: _____________________________________________

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Notable Characters:

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Key Points:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
Literature Circle Role Sheet: Captain Connector

Name ________________________________________________ Meeting Date _______________________

Reading Assignment

Connector: Your job is to find connections between the book and you, and between the book and the wider world.

Consider the list below when you make your connections.

• Your own past experiences
• Happenings at school or in the community
• Stories in the news
• Similar events at other times and places
• Other people or problems that you are reminded of
• Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

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LEVELS OF COMPREHENSION

In class discussion in student writing (including reading logs), ask questions that touch three levels: literal comprehension, inferential comprehension, and critical thinking.

LITERAL COMPREHENSION
- Who, what, when, where
- Deriving meaning from words, sentences, paragraphs
- Sequence
- Main idea and supporting details
- Traits of characters

INFERENTIAL COMPREHENSION
- How, why
- Comparing and contrasting
- Drawing conclusions
- Determining relative importance
- Predicting outcomes and solutions
- Cause and effect
- Interpreting figurative language
- Determining real and unreal
- Theme and supporting details
- Traits of characters

CRITICAL THINKING (Requires a judgment or evaluation about what was said or meant)
- Recognizing the author’s bias
- Judging the author’s purpose
- Expressing opinions
- Discovering connections
  - To the personal experience
  - To the other books
  - To the world outside the classroom
- Interpreting the style of writing
- Making value judgments
Sentences, Clauses, Phrases

The sentence is the basic unit of communication in English. Clauses and phrases are the sub-units of a sentence.

1. Sentence structure

   Simple
   Every simple sentence is an independent clause: it contains a subject and verb, expresses one complete thought, and is grammatically independent.
   1. It snowed all night long.
   2. He broke my ankle.
   3. Popeye and Olive Oyl are comic characters.

   Compound
   A compound sentence has two or more independent clauses joined by a semicolon (;) or by a comma and a coordinating conjunction and, but, or.
   1. Some people enjoy horror movies; others hate them.
   2. The bus arrived, and we took off.

   Complex
   A complex sentence has one independent clause and at least one dependent clause. The dependent clause is introduced by a relative pronoun (who, which, that, etc.) or a subordinating conjunction (although, because, when, etc.).
   1. He has a crush on the girl who sits next to him in class.
   2. She promised that she would do it.
   3. Betty is comfortable in many cultures, because she has traveled a lot.

   Compound-Complex
   A compound-complex sentence has two or more independent clauses plus one or more dependent clauses.
   1. The bus arrived and we took off, because we were already late.
   2. Although it was raining heavily, the kids were playing outdoors and their fathers were barbecuing ribs.

2. Independent clauses (the simple sentence)

   An independent clause is another name for a simple sentence. An independent clause has a subject and a verb, expresses a complete thought, and is grammatically independent.
   1. Thomas Jefferson and Sally Hemmings lived in Paris for a time.
   2. Martha was a mechanic.
   3. Socrates drank hemlock and died.
   4. The cat clawed his way to the top of the tree.

3. Dependent clauses

   A dependent clause has a subject and a verb but cannot stand alone grammatically. A dependent clause is dependent because its connecting word (because, if, so, which, that, etc.) links it to an independent clause. A dependent clause can function as a noun, adjective, or adverb.
   1. I know that wheat grows in Kansas. noun
   2. The car which rolled over the cliff was a pink Cadillac. adjective
   3. He retired early, because he had made so much money. Adverb

A. Noun Clauses n cl
   A noun clause is a dependent clause. A noun clause can be a subject, a direct or indirect object, or an object of a preposition. Noun clauses can begin with wh- question words (what, which, when, where, who, whom) and question words like how, if, that.
noun noun clause

subject 1. His whereabouts are unknown. 1. Where he lives is unknown.
direct object 2. I don't know that man. 2. I don't know who he is.
indirect object 3. The security officer gave the students the key. 3. The security officer gave whoever wanted it the key.
object of preposition 4. He isn't interested in geometry. 4. He isn't interested in what the class is studying.

Notice the difference between wh- questions (Who is he?) and noun clauses introduced by wh- question words (I don't know who he is). Noun clauses use ordinary subject-verb order.

wh- questions noun clauses
Which movie does he want to see? We don't know which movie he wants to see.

What is the class studying? I wonder what the class is studying.

Why did Jacques get an F in math? Jacques doesn't understand why he got an F in math.

B. Adjective Clauses
An adjective clause is a dependent clause. An adjective clause modifies a noun or a pronoun. An adjective clause begins with who, whom, which, that, whose, when, where, why and follows the word it modifies.
1. He sells his wares to tourists who spend lots of money.
2. The time when our plane arrives is 3:00.
3. The house where Lincoln lived as a young man was in Springfield.
4. The diamond which the thief stole was worth a million dollars.
5. The fingerprints that they found were too old to identify.

C. Adverb Clauses
An adverb clause is a dependent clause. An adverb clause modifies a verb, an adjective, another adverb, or a sentence. An adverb clause answers the question when? where? why? how? to what degree? and under what condition? An Adverb clause begins with a subordinating conjunction-after, because, since, unless, etc.

Cause as, because, since
He stayed home because it was snowing. why did he stay home?
Since the movie lasted so long, we all missed dinner. why did we miss dinner?

Comparison as....as, more than
The bush is as high as the fence is. compares height of bush to height of fence
Gold is worth more than tin. compares worth of gold to tin

Condition even if, if, unless
If we win tonight, we'll celebrate. what is the condition for the celebration?
The fire will burn the forest unless it rains. what is the condition for the fire?

Contrast although, even though, though
She didn't cry, although she was disappointed. contrasts feelings and actions
The ice cream melted even though we kept it cold. contrasts two actions

Manner as, as if, as though
He studied as if his life depended on it. how did he study?

Place where, wherever
The old lady hid the key where no one could find it. where did she hide it?
Hanna can live wherever she wants to. where can she live?

Purpose so that
The Foster family went to Colorado so that they could ski. for what reason?
We will carry water so that we won't get dehydrated. for what reason?

Result so...that
The little boy was so happy that he cried. why did he cry?
My sister drove so fast that she got a ticket. how fast did she drive?
He lost so much money that he couldn't pay his bills. how much did he lose?

Time after, before, since, until, when, as soon as, as long as
Cinderella lost her shoe after the clock struck twelve. when did she lose it?

4. Phrases
A phrase is a group of related words acting as one word-a noun, adjective, or adverb.

A. Infinitive Phrase
Infinitives are to+verb. An infinitive phrase is an infinitive plus any objects and modifiers. Infinitives can act as nouns, adjectives or adverbs.

1. To own a house was Mr. Biswas' dream. noun
2. The onions to be chopped are on the table. adjective
3. The robber stole money to feed his family. adverb

B. Gerund and Participial Phrase
Participles are verb+ing or verb+ed. Participial phrases can function as nouns, adjectives or adverbs. A participle in a phrase shows tense and voice.

Gerund Phrase
When a participle has an object or modifiers and acts as a noun, it is a gerund phrase.

1. His job includes reading memos.
2. Having lived through a crisis made her more compassionate.

Participial Phrase
When a participle has an object or modifiers and acts as an adjective, it is a participial phrase.

1. The man reading a memo is my dad.
2. Having attended college in the 60s, Sylvia knows rock music.
3. Published in 1851, the book was a best seller for three years.

Absolute Phrase
When a participle has a subject and modifies an entire sentence, it is an absolute phrase.

1. The line for the movie being all the way to the corner, we decided not to wait.
2. Present company excepted, most people don't vote.

C. Prepositional phrase
A prepositional phrase consists of a preposition, its object and any modifiers. Prepositional phrases can act as adjectives or adverbs.

1. The girl with red hair is my cousin. adjective
2. They walked to the park. adverb
3. They met before homecoming. adverb

D. Appositive phrase
An appositive phrase identifies or defines the word it follows.
John's Jaguar, the one with the leopard skin seat covers, cost $40,000.
Participles and Participial Phrases

1. Correct the following sentences to eliminate misplaced or dangling participles.

2. Lapping and pounding on the beach, he was awakened by the surf.

3. He rushed from the warm house into the snowstorm and saw a wolf, wearing nothing but an old pair of flannel trousers.

4. Jumping in ecstasy, the mountaintop was seen.

5. Answering every question asked by the tourists, the statue was placed in the cabinet by the curator.

6. A herd of bison was seen by my grandmother from a train, eating grass on the prairie.

Gerund or Participle?

Mark the sentence pair as gerund/participle.

1. a. Finding the diamond was rewarding experience.
    b. The men finding the diamond received the reward.

2. a. The man presenting the speaker is noted for his wit.
    b. He found difficulty in presenting the speaker.

3. a. The man reading Shakespeare in the library was Tom.
    b. We enjoy reading Shakespeare in the library.

4. a. His mistake was using this exit.
    b. Using this exit, anybody will find the courtyard.

Verb, Participle, or Gerund?

Mark the underlined word verb, participle, or gerund.

1. He laughed at my mistake the hoe for a rake.

2. Shoveling snow is tiring.

3. He did not like the girl eating the ice cream cone.

4. The girl was eating an ice cream cone on the bus.

5. He did not like the girl’s eating an ice cream cone on the bus.
Dangling Gerund Phrases Used as Prepositions

Fix the sentences to avoid a dangling gerund phrase.

1. In **singing the story of Jonah**, a whale was pushed by the chorus across the stage.

2. In **gliding gracefully over Boston**, the Old North Church came into view several times.

3. By **sweeping the floor three times**, the mascara brush emerged from the cinders and spared Cinderella another beating.

4. In **solving this problem**, Helen demonstrated her knowledge of computer science.

5. Before **turning on the hose**, the Dalmatian received an order to get into a cab of the fire truck.
Name __________________________
Teacher
English IA
Short Story Terms

1. points of plot
   a. exposition
   b. conflict
   c. rising action
   d. climax
   e. falling action
   f. Resolution (denouement)

2. mood

3. suspense

4. foreshadowing

5. characterization
   a. round
   b. flat
   c. static
   d. dynamic
   e. direct
   f. indirect

6. atmosphere

7. symbol

8. allegory
Each of the vignettes in this novel can stand alone and provide its own theme. However, one over-arching topic that can be found in almost every vignette is COMING OF AGE. What does COMING OF AGE mean?

In the following chart, list the incidents from each chapter which support the idea that Esperanza is coming of age. The first one is done for you.

<table>
<thead>
<tr>
<th>Vignette</th>
<th>Incidents that support the idea: Esperanza is growing up.</th>
</tr>
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<tbody>
<tr>
<td>The Family of Little Feet</td>
<td>Esperanza realizes the girls have “legs.”</td>
</tr>
<tr>
<td></td>
<td>Mr. Benny disapproves of high heels.</td>
</tr>
<tr>
<td></td>
<td>The boy on bicycle compliments the girls.</td>
</tr>
<tr>
<td></td>
<td>The girls are frightened by the bum.</td>
</tr>
<tr>
<td>A Rice Sandwich</td>
<td></td>
</tr>
<tr>
<td>Chanclas</td>
<td></td>
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<tr>
<td>Hips</td>
<td></td>
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