

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 1	<p>LITERATURE:</p> <p>Why do writers utilize narrative structure and technique (flashback, dialogue, setting, description) to draw readers into their memoirs?</p> <p>How do authors such as Jennings Michael Burch and Harper Lee structure their texts and manipulate time to create effects such as mystery, tension, or surprise?</p> <p>Why might knowing about Harper Lee's life influence our understanding of her purpose in writing <i>To Kill a Mockingbird</i>?</p> <p>How does point of view impact the effect of a piece?</p> <p>How might the literature and images we study afford us the opportunity to understand the impact history has on our lives?</p> <p>How might poets employ certain sense images in order to support their thematic purpose, such as in the poems "Strange Fruit" and "I Know Why the Caged Bird Sings"?</p> <p>How does Sandra Cisneros utilize repetition in order to create a desired effect in her memoir "Eleven"?</p> <p>How does Alberto Rios characterize middle school boys and their loyal friendship through the use of expert description and a humorous, deliberate tone?</p> <p>In her vignette <i>House on Mango Street</i>, how does Cisneros employ key symbols and stylistic choices in an effort to capture meaningful relationships, conflicts, and rites of passage?</p> <p>Why do authors select engaging titles for their works, and how might these titles unlock the key to a deeper meaning of the works?</p> <p>How does Brent Staples depict racial and gender barriers in his non-fictional account "Just Walk on By: A Black Man Ponders His Ability to Alter Public Space"?</p>	<p>Literature Unit 1: The Self and Society</p> <p>LITERATURE:</p> <p>Required Full Length Works:</p> <p>Summer Reading: <i>They Cage the Animals at Night</i></p> <p><i>To Kill a Mockingbird</i></p> <p>Required Short Stories:</p> <p>Selections from <i>House on Mango Street</i>, "The Secret Lion," "Eleven"</p> <p>Required Poetry:</p> <p>"Did I Miss Anything?", "On Turning Ten," "Strange Fruit," "I Know Why the Caged Bird Sings"</p> <p>Required Non-Fiction:</p> <p>"Just Walk on By: A Black Man and Public Space" by Brent Staples</p> <p>Harper Lee articles</p> <p>"Scottsboro Boys" historical account</p> <p>Great Depression Images</p> <p>*If time allows, independent reading may be assigned. Various selections are available in the English Office and in the Island Trees High School Library.</p> <p>-</p> <p>VOCABULARY: Common Vocabulary Words (1-15)</p> <p>enigma, indifferent, revere, reticent, autonomy, innocuous,</p>	<p>LITERATURE SKILLS:</p> <p>Come to discussions prepared, having read and/or researched material under study; refer to evidence from text to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Respond thoughtfully to other perspectives, summarize points of agreement and disagreement, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.</p> <p>Analyze how Jennings Michael Burch uses narrative techniques such as flashback, dialogue, setting, and description to draw his readers into his autobiography.</p> <p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (Skill to be emphasized in the study of <i>To Kill a Mockingbird</i>).</p> <p>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. (To be applied to all literature, long and short).</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly drawn from the text.</p> <p>Interpret, analyze, and evaluate poetry by making connections to other texts, personal events, and historical perspectives.</p> <p>Analyze the representation of the Depression through both text and image.</p> <p>Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (To be used specifically with two required works: <i>To Kill a Mockingbird</i> - film and novel comparison and "Strange Fruit" - textual and musical comparison)</p> <p>Analyze narrative technique in memoirs, focusing in on how a writer relies on dialogue and narrative point of view in order to recreate a given experience (for use with selections from <i>The House on Mango Street</i>, "The Secret Lion," and "Eleven").</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (To be emphasized in our study of "Just Walk on By")</p> <p>Analyze how the plot and sub-plot work together to create a unified story.</p> <p>Read, annotate, and analyze informational text on topics related to history in connection to the literature we are studying. (To be applied in the study of <i>The Scottsboro Trials</i> in connection to <i>To Kill a Mockingbird</i>)</p>			

<p>How can the poem "On Turning Ten" serve as a springboard for writing our own personal narrative?</p>	<p>ambiguous, benevolent, malevolent, trivial, discreet, furtive, altercation, ephemeral, derision</p>	<p>Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>VOCABULARY/WRITING/LITERARY TERMS:</p>		<p><u>WRITING SKILLS:</u></p>
<p>How can we demonstrate the retention of our 9th grade vocabulary through class discussion and test mastery?</p>	<p>Common Latin Roots (first 6 roots): in (il, ir), dis, circum, omni, pot, vert</p>	<p>Apply the new 2-Point Rubric used to assess the two constructed responses (#26 and #27) on the Comprehensive English Regents.</p>
<p>How can we expand our vocabulary through the mastery of key Latin and Greek bases?</p>	<p>Common Literary Terms for Review (most have been taught):</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>How can we determine the meaning of a word based on Greek and Latin prefixes and suffixes?</p>	<p>narrative, memoir, plot, simile, metaphor, personification, hyperbole, understatement, imagery, motif, tone, mood, characterization, conflict (internal/external), theme, author's purpose, figurative language,</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>How can the exploration of high frequency SAT vocabulary words help strengthen our ability to recognize them in context and use them in our writing?</p>	<p>flashback, foreshadowing, symbolism, setting, satire, irony (situational, dramatic, verbal), genre, onomatopoeia, alliteration, point of view (1st, 3rd, omniscient, limited), protagonist, antagonist, foil, pun, genre, fable, allegory, idiom, dialogue, monologue, diction</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>How can the understanding of common literary techniques and elements help us to uncover both the meaning and author's craft in the literature we study?</p>		<p>Use technology to produce and publish writing.</p>
<p>How can we utilize this understanding of literary terms in order to write about literature in a concise, meaningful way?</p>		<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>How can we demonstrate in writing our understanding of how an author uses a specific literary technique or device in order to create a certain effect or convey a specific message?</p>	<p>GRAMMAR SKILLS:</p>	<p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>How can we demonstrate the understanding of a controlling idea (theme) that is present in two thematically connected works through planning and composing a well-organized written analysis?</p>	<p>Common Grammatical Concepts to be taught and reviewed:</p>	<p>GRAMMAR SKILLS:</p>
<p>How can we respond to literature we elect to read independently and use our own established criteria to evaluate its quality?</p>	<p>Punctuating titles and quotes for literary analysis, Commas (all uses), Semi-colons, Colons, Subject-Verb Agreement, Dangling/Misplaced Modifiers, Verb Tense, Parallel Structure, Phrases and Clauses</p>	<p>Recognize and correct errors in sentence, pronoun/antecedent agreement, verb use and punctuation through multiple-choice, SAT-style questions.</p>
<p>GRAMMAR SKILLS:</p>		<p>Punctuate titles and quotes for literary analysis.</p>
<p>How can we properly punctuate when writing literary analysis?</p>	<p>Listening Task: January 2008</p>	<p>Use commas properly.</p>
<p>How can we demonstrate our knowledge of proper comma use?</p>	<p> Listening</p>	<p>Produce complete sentences by correcting sentence fragments.</p>
<p>How can we utilize semi-colons and colons to enhance our sentence variety and structure?</p>		<p>Write complex sentences that utilize parallel structure.</p>
<p>How can we ensure subject-verb and pronoun-antecedent agreement when crafting our sentences?</p>		
<p>Why must we utilize parallel structure?</p>		<p>REGENTS/SAT PREP SKILLS:</p>
<p>How can we recognize and correct inappropriate shifts in verb tense?</p>		<p>Comprehend auditory text and display learned information in multiple choice format.</p>
<p>REGENTS/SAT PREP:</p>		<p>Develop strategies for organized note taking.</p>
<p>How can we listen and take clear and organized notes in order to</p>		<p>Comprehend long and short reading excerpts.</p>

	<p>become successful in answering Regents based multiple choice questions?</p> <p>Why is it important to utilize multiple choice strategies when approaching questions?</p> <p>How can we utilize the multiple-choice question stems to help us to discover the author's purpose for writing the passage and intent of using certain literary elements and techniques?</p>		
Unit 2	<p>LITERATURE:</p> <p>How does Shakespeare establish mood through the initial characters, dialogue and setting exposed?</p> <p>Why does Shakespeare introduce Macbeth, the title character, as a valiant and noble warrior before allowing him to be ruined by his own vaulting ambition, ultimately becoming a traitor and tyrant ruler?</p> <p>What is the purpose of tragedy and the tragic hero in literature?</p> <p>How does Shakespeare draw on medieval history and tradition to capture a storyline which remains relevant to today?</p> <p>How does Shakespeare use rhyme scheme and meter to create fluidity and interest within text?</p> <p>How do the witches act as foreshadows throughout the play, citing contradictions which seem impossible in order to create conflict?</p> <p>How does Shakespeare utilize female characters in a time when they were played only by boys?</p> <p>How does Shakespeare include classical allusions to heighten a reader's understanding of characters and conflict?</p> <p>How does Shakespeare teach us about the power of emotions through his characters (ambition, guilt, loyalty, etc.)?</p> <p>Why would Macbeth be a good example of a tragic hero, according to Aristotle's Seven Characteristics of the Tragic Man?</p> <p>How might one argue that Macbeth would not fit all of the necessary characteristics of a Tragic Man?</p> <p>How does Frost use personification and onomatopoeia to convey a message about life and death?</p> <p>Why does Whitman choose to repeat the word "learn'd" each time he references the astronomer?</p> <p>How does Sandburg make use of extended metaphor in his brief, six line poem "Fog"?</p> <p>How does Robinson use the third person to present Richard Cory from the perspective of an outsider who actually doesn't know him at all?</p> <p>What techniques does Frost employ to highlight his theme in the poem "Mending Wall"?</p>	<p>Unit II: Ambition and Loss</p> <p>LITERATURE:</p> <p>Required Full Length Works:</p> <p><i>Macbeth</i></p> <p>Required Short Stories:</p> <p>"The Kiss" by Kate Chopin</p> <p>"The Necklace" by Guy Maupassant</p> <p>"Gift of the Magi" by O. Henry</p> <p>Required Non-Fiction:</p> <p>General Sherman Biography</p> <p>"Seven Characteristics of Aristotle's Tragic Man"</p> <p>Required Poetry:</p> <p>"Out, Out," "When I Heard the Learn'd Astronomer," "Fog," "Richard Cory," "Mending Wall," and "My Papa's Waltz"</p> <p>*If time allows, independent reading may be assigned. Various selections are available in the English Office and in the Island Trees High School Library.</p> <p>VOCABULARY/WRITING/LITERARY TERMS:</p> <p>Common Vocabulary (16-30)</p> <p><i>eccentric, divert, acquiesce, inquisitive, ameliorate, disparity, banal, flagrant, austere, dubious, immutable, aesthetic, amicable,</i></p>	<p>LITERATURE SKILLS:</p> <p>Come to discussions prepared, having read and/or researched material under study; refer to evidence from text to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Respond thoughtfully to other perspectives, summarize points of agreement and disagreement, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented. Shakespeare's use of literary crafts (setting, characterization, dialogue) to draw readers into the text and allow them to form opinions and make inferences regarding plot and characters.</p> <p>Translate various important speeches from <i>Macbeth</i> into modern English.</p> <p>Dramatize <i>Macbeth</i> through the dynamic reading and meaningful renditions of the play.</p> <p>Write accurate responses to in-class writing prompts.</p> <p>Summarize important scenes, reflecting on their greater significance to the play.</p> <p>Compare and contrast the motivations of the central characters in <i>Macbeth</i>.</p> <p>Evaluate main characters in order to analyze the variables which drive their decisions throughout the text.</p> <p>Evaluate the purpose of tragedy and apply characteristics of tragedy and the tragic hero to <i>Macbeth</i>.</p> <p>Determine the major messages and underlying ideas presented and evaluate their importance in the wider world.</p> <p>Experience a variety of poetic forms and evaluate the different crafts authors use to create style within their texts. (Repetition, diction, meter, tone, personification, etc.)</p> <p>WRITING/GRAMMAR/LITERARY TERMS:</p>

<p>How does Roethke use meter to mirror the subject matter of "My Papa's Waltz"?</p> <p>How does Kate Chopin utilize irony in her short story "The Kiss"?</p>	<p><i>astute, avid</i></p> <p><u>Common Latin bases (next 6)</u></p> <p><i>retro, spect, am(i), amor, mut, path</i></p>	<p>Write arguments to support claims in an analysis of substantive topics or texts (Macbeth) , using valid reasoning and relevant and sufficient evidence.</p>
<p><u>VOCABULARY/WRITING/LITERARY TERMS:</u></p> <p>How can we determine the meaning of a word based on Greek and Latin prefixes and suffixes?</p> <p>How can the exploration of high frequency SAT vocabulary words help strengthen our ability to recognize them in context and use them in our writing?</p> <p>How can the understanding of common literary techniques and elements help us to uncover both the meaning and author's craft in the literature we study?</p> <p>How can we utilize this understanding of literary terms in order to write about literature in a concise, meaningful way?</p> <p>How can we demonstrate in writing our understanding of how an author uses a specific literary technique or device in order to create a certain effect or convey a specific message?</p> <p>How can we utilize AP Strategies, including TPCASST and SOAPSTONE, in order to discover an author's tone, purpose, speaker, and any shifts throughout a work of literature?</p> <p>How can we utilize TPCASST and SOAPSTONE to plan our own writing so that we have an awareness of our own audience and purpose as a writer?</p> <p>How can we continue to expand our vocabulary through the mastery of key Latin and Greek bases?</p>	<p><u>COMMON LITERARY TERMS:</u></p> <p>foil, pun, genre, fable, allegory, idiom, dialogue, monologue, diction, syntax, oxymoron, paradox, understatement, irony (situational, dramatic, verbal), soliloquy, elision, aside, allusion, epic, repetition, stanza, couplet, structure, development, syntax, myth, haiku, limerick, assonance, free verse, elegy, blank verse, rhyme scheme (internal rhyme, end rhyme).</p> <p>AP/SAT Technique:</p> <p>TPCASST POEM ANALYSIS METHOD:</p> <p>Title Meaning, Paraphrase, Connotation Attitude, Shift, Title Revisited, and Theme.</p> <p>SOAPSTone for determining tone in a work:</p> <p>Speaker, Subject, Occasion, Audience, Purpose, and Tone</p>	<p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization tht establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing or trying a new approach.</p> <p>Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p><u>GRAMMAR:</u></p> <p>How can we continue to craft complex sentences with a heightened understanding of sentence structure and phrases?</p> <p>How can we vary our sentences within a paragraph to gain reader attention and create a desired effect?</p> <p><u>REGENTS/SAT PREP:</u></p> <p>How do we break apart and analyze Critical Lens quotes?</p> <p>How can we focus in and analyze literature specifically in terms of the lens provided?</p> <p>How can we read non-fictional texts for the purpose of comprehending information and applying it to Regents-based questions?</p> <p>What reading strategies can we utilize when perusing non-fiction text?</p>	<p><u>GRAMMAR:</u></p> <p>Grammar and Usage to be Taught and Reviewed:</p> <p>Comma Use, Verb Tense, Parallel Structure, Dangling/Misplaced Modifiers, Varied Sentences - with an emphasis on creating appositives and using them in the beginning, middle, and end of the sentence; using absolutes in the beginning, middle and end of the sentence; beginning sentences with infinitive phrases, beginning sentences with prepositional and adverbial phrases.</p> <p><u>REGENTS/SAT PREP:</u></p> <p>Critical Lens</p> <p> Lens Task Sheet</p> <p>Task II: June 06:</p>	<p>Construct poems while applying the various crafts and techniques learned and discussed through the unit.</p> <p><u>GRAMMAR SKILLS:</u></p> <p>Recognize errors in sentencng, verb use and punctuation.</p> <p>Maintain consistency in style and tone.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>Use punctuation (commas parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>Comprehend long and short reading excerpts.</p>

		<p>Non-fictional Text: Acid Rain</p>	<p>Analyze selected poems through TPCAST and SOAPSTONE:</p> <p>Recognize tone and tonal shifts in selected poetry.</p> <p>Identify an author's intended audience.</p> <p>REGENTS /SAT PREP SKILLS:</p> <p>Analyze literature in terms of the perspective suggested within the Lens statement.</p> <p>Evaluate specific characters and events within the novel in order to synthesize the Lens.</p> <p>Apply literary elements and techniques to the examples used to satisfy the lens.</p> <p>Formulate active reading strategies.</p> <p>Comprehend multiple choice format and questioning techniques.</p> <p>Read and evaluate informational text in order to successfully answer multiple choice questions.</p>
Unit 3	<p>LITERATURE:</p> <p>How does Golding utilize character relationships among the boys to parallel relationships between people in the world?</p> <p>What does Golding see as the essential downfall of human behavior and how can it be kept in check?</p> <p>How does Golding represent our society through an island of marooned boys? (Macrocosm/Microcosm) What is allegory?</p> <p>What point is Golding highlighting regarding the influence of evil over an individual?</p> <p>What is the nature of humanity?</p> <p>How does Golding use language and structure to bring setting to life?</p> <p>Why does Golding reference biblical texts through his piece?</p> <p>How can the analysis of leadership styles allow the reader to formulate judgments on the characters?</p> <p>How can we assess the main characters of Golding's novel from the Freudian perspective of psychoanalysis (id,ego,superego)?</p> <p>How does Robert Browning's use of the first-person narrator in his dramatic monologues ("Porphyria's Lover" and "My Last Duchess") invite reader speculation as to his credibility?</p> <p>Why might Carl Sandburg personify the grass in his famous poem, "Grass"?</p>	<p>Literature Unit 3: Exploring Human Nature</p> <p>LITERATURE:</p> <p>Required Full Length Works:</p> <p><i>Lord of the Flies</i> by William Golding</p> <p><i>10A Option: Animal Farm</i> by George Orwell</p> <p>REQUIRED NON-FICTION (to teach with <i>Lord of the Flies</i>):</p> <p>"The Bombing of Bristol" and "The Children of Bristol" (to be used to establish the setting for <i>Lord of the Flies</i>)</p> <p>*If time allows, independent reading may be assigned. Various selections are available in the English Office and in the Island Trees High School Library.</p> <p>REQUIRED POETRY:</p>	<p>LITERATURE SKILLS:</p> <p>Come to discussions prepared, having read and/or researched material under study; refer to evidence from text to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Respond thoughtfully to other perspectives, summarize points of agreement and disagreement, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.</p> <p>Respond thoughtfully to other perspectives, summarize points of agreement and disagreement, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented, from it; cite specific textual evidence to support conclusions drawn from text.</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (in connection with <i>Lord of the Flies</i>, students will analyze Golding's purpose in writing the novel: to trace the defects of the individual to the basic evil of mankind).</p> <p>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 (in connection with <i>Lord of the Flies</i>, trace the development and leadership styles of Jack and Ralph and how these conflicting styles create both tension and division throughout the novel).</p>

<p>How does Robert Frost utilize the metaphorical opposites, fire and ice in the poem "Fire and Ice"?</p> <p>How does Sherwood Anderson create symbolic, memorable characters in his short stories?</p> <p>How does Kinney emphasize his theme through characterization in "Content of a Dead Man's Pockets"?</p>	<p>"Porphyria's Lover" and "My Last Duchess" by Robert Browning</p> <p>"Grass" by Walt Whitman</p> <p>"Fire and Ice" by Robert Frost</p>	<p>Assess how point of view or purpose shapes the content and style of a text (in connection with <i>Lord of the Flies</i>, measure the effectiveness of Golding's use of the 3rd person omniscient point of view).</p>
<p>How can we respond to literature we elect to read independently and use our own established criteria to evaluate its quality?</p>	<p>REQUIRED SHORT STORIES:</p> <p>"Hands" from <i>Winesburg, Ohio</i> by Sherwood Anderson</p>	<p><u>VOCABULARY/WRITING/LITERARY SKILLS:</u></p> <p>Conduct a sustained research paper based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><u>VOCABULARY/GRAMMAR/WRITING:</u></p> <p>How can we search for and utilize various outside sources in order to gather information for a research paper?</p> <p>How can we identify a reliable web source and use it properly with in a research paper?</p> <p>How can we bring together both informational and literary texts to create a fluid, analytical research paper?</p> <p>How can we effectively gather, organize and plan a research paper?</p> <p>Why is it important to credit sources referenced within our own work?</p>	<p>"Contents of a Dead Man's Pocket" by Jack Finney</p> <p>Optional Selections: Additional stories from <i>Winesburg, Ohio</i></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</p> <p>Assess the usefulness of each source in answering the research question.</p> <p>Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following the MLA Format.</p>
<p>How can we continue to build our vocabulary by utilizing newly-acquired words in our writing?</p> <p>How can the mastering of Latin bases help us to recognize words in new contexts, including SAT practice sections?</p>	<p><u>VOCABULARY/WRITING/LITERARY TERMS:</u></p> <p><u>Common Vocabulary Words from 10th Grade List:</u></p> <p>Impartial, Retribution, Conducive, Subordinate, Augment, Emulate, Reluctant, Conceal, Adamant, Evade, Incessant, Encompass, Adversary, Accentuate, Fabrication</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>GRAMMAR:</u></p> <p>Why is it important to be able to recognize the most commonly occurring usage mistakes on the SAT?</p> <p>How can we recognize and correct usage errors in challenging SAT questions?</p>	<p><u>Common Literary Terms (for continued practice):</u></p> <p>Structure, Plot, Point of View, Characterization, Conflict, Theme, Irony, Flashback, Symbolism, Figurative Language</p>	<p>Develop and strengthen writing as needed by planning, revising, editing or trying a new approach.</p> <p>Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p><u>REGENTS/SAT PREP:</u></p> <p>How can we read and compare two passages with a common theme?</p> <p>How can we read short literary passages in order to analyze their literary values? (use of characterization, pov, tone, figurative language, etc.)</p> <p>How can we write a meaningful response on the importance of a single literary element in developing a message sent by an author?</p> <p>How can we continue to sharpen our reading comprehension skills in both fiction and non-fiction texts?</p> <p>What reading strategies should we employ when reading for multiple choice questions?</p>	<p><u>Concepts to be taught to heighten student understanding of characterization, theme, and conflict in conjunction with <i>Lord of the Flies</i>:</u></p> <p>Seven Deadly Sins: wrath, greed, sloth, pride, lust, envy, and gluttony</p> <p>Contrary Virtues: faith, hope, charity, fortitude, justice, temperance, and prudence</p>	<p><u>GRAMMAR SKILLS:</u></p> <p>Recognize errors in sentencng, verb use and punctuation.</p> <p><u>REGENTS/SAT PREP:</u></p> <p>Comprehend long and short reading excerpts (Fiction and Non-fiction).</p>

OPTIONAL CONCEPTS TO BE TAUGHT IF TIME PERMITS:

The Self, The Shadow, The Animus -Jungian Archetypes

Leadership Styles (*Lord of the Flies*)

Lewin's Leadership Styles:

Authoritarian (Autocratic), Participative (Democratic), and Delegative (Laissez Faire)

GRAMMAR:

COMMON USAGE MISTAKES ON SAT EXAM (1-8):

SAT WRITING SECTION PREP: Common Errors Made on the SAT (From *Kaplan SAT Writing Section Workbook*):

Common Usage Mistake #1: Subject-Verb Agreement When Subject Follows Verb- Despite an intensive campaign to encourage conservation, **there is** many Americans who have not accepted recycling as a way of life.

Common Usage Mistake #2: Subject-Verb Agreement When Subject and Verb are Separated – Example- The local congressman, a reliable representative of both community and statewide interests, **are** among the most respected persons in the public sector."

Common Usage Mistake #3: Subject-Verb Agreement When the Subject Seems Plural- Example-Poor pitching, along with injuries and defensive lapses, **are** among the problems that plague last year's championship team.

Common Usage Mistake #4: Confusion of Simple Past and Past Participle- Example: Several passerby **seen** the bank robber leaving the scene of his crime.

Common Mistake #5: Confusion of Infinitive and Gerund- Example: Team officials heralded Cap Day as an attempt **at attracting** a larger turnout of fans.

Common Mistake #6: Non-Idiomatic Preposition After Verb – Example: City Council members frequently meet until the early morning hours in order to **work in** their stalemates .

Read and respond to short passages in the form of multiple choice questions.

Evaluate a common theme between two works and apply that theme to the pieces through the analysis of specific examples from each text.

Identify and bring meaning to the use of literary elements within a passage.

Synthesize final responses to the various prompts of the Task III.

Common Mistake #7: Wrong
Word: Accept/Except;
Affect/Effect, etc.

Common Mistake #8: Wrong
Tense - Example – Over the last
half-century, the building of
passenger airliners **had grown**
into a multibillion-dollar industry.

REGENTS/SAT PREP:

Task III: August 05

 [Full Task III](#)

*Regents Practice Tasks Suggested
for Quizzes, Homeworks and "Do
News":*

Task II: Non-Fiction Text. June 08

 [Threat of Sun Exposure](#)

Task III Poem: Aug. 07

 [Soybeans Poem](#)

	Essential Questions	Content	Skills
Unit 4	LITERATURE:	Literature Unit 4: Society and the Family	LITERATURE:
	How does Lorraine Hansberry shed light on the strength family can bring to each other in hard times?	Required Full Length Works:	Listen to author biography in order to successfully complete regents style multiple choice questions and evaluate the importance of a person's background and upbringing as key influences in his/her life.
	How does Hansberry present life as something we live not only for ourselves, but for those who came before and those who will come after us?	<i>A Raisin in the Sun</i>	
	How does Hansberry highlight the importance of trust and responsibility within a family?		Come to discussions prepared, having read and/or researched material under study; refer to evidence from text to stimulate a thoughtful, well-reasoned exchange of ideas.
	How do generation gaps affect our understanding of each other's values and customs?	Non-Fiction: "Maslow's Hierarchy of Human Needs": (For use with <i>A Raisin in the Sun</i>)	
	How do we rise to the challenges presented by a society which is working against us?		Respond thoughtfully to other perspectives, summarize points of agreement and disagreement, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.
	What value does making poor decisions have in understanding how to make the right decisions?	Required Poetry:	
	How can we use setbacks as stepping stones to progression?	"Harlem" by Langston Hughes	
	Why is choosing a soul mate for love rather than security the better choice?	"Mother to Son" by Langston Hughes	Identify and evaluate conflicts presented in the opening of the play, focusing on both the immediate setting (Southside of Chicago, 1950s) and larger setting (racial climate, 1950s).
	In what ways did Hansberry's upbringing affect and influence her decisions to become a writer as well as influence the subject matter of her pieces?	"The Negro Speaks of Rivers" by Langston Hughes	
	How does the poem "Harlem," act as a prelude to the subject matter presented in <i>A Raisin in the Sun</i> ?	"Chicago" by Carl Sandburg	Determine Hansberry's themes and analyze them in detail over the course of the play, including how they emerge and are shaped and refined by specific details. Specifically, focus in on the themes of family importance, social equity, individual pride, cultural identity, and moral awareness).
	How does Langston Hughes utilize slang and broken language to characterize the speaker of his poem, "Mother to Son"?	Required Non-Fiction:	
	How does Hughes employ imagery and symbolism to support his theme in "The Negro Speaks of Rivers"?	"Hope, Despair, and Memory" by Elie Weisel	
	How does Carl Sandburg utilize personification and repetition in order to characterize Chicago, his city?	Lorraine Hansberry Biography	Analyze how complex characters such as Walter, Beneatha, and Mama, develop over the course of the play, interact with other characters, and advance the plot and develop the themes.
	How does Elie Weisel's reflection offer readers a distinct perspective on life through a Holocaust survivor's lens?	SATIRE UNIT: (After <i>Raisin in the Sun</i>)	
	How does Lorraine Hansberry's experience inform her writing?	Required Readings:	Come to discussions prepared, having read and/or researched material under study; refer to evidence from text to stimulate a thoughtful, well-reasoned exchange of ideas.
Why would a satirist utilize various techniques (parody, humor, irony, for example) to create a desired effect?	"College Board Releases New SAT" by Will Mantell, 16 - student writer		
How does a satirist choose his/her subject matter with purpose and audience in mind?	"A How-To Guide for Today's Teenage Girl" by Laura Weiss, 18 - student writer	Respond thoughtfully to other perspectives, summarize points of agreement and disagreement, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.	
How can we analyze a satirist's purpose by locating the use of satirical techniques and discussing the effect in representative pieces such as "College Board Releases New SAT," "A How-To Guide for Today's Teenage Girl," and "The Privilege of the Grave"?	"The Privilege of the Grave" by Mark Twain		
How can we apply our knowledge of satirical techniques by creating our own original satires?	"A Rod: I felt like a 10 year old" (In reference to receiving his World Series ring) and Image of him on steroids signing autographs for children	MASLOW PROJECT:	
How can we respond to literature we elect to read independently and use our own established criteria to evaluate its quality?	New Yorker Cover: Cloning	Conduct short research project to answer a question or solve a problem (specific skill to be used with the <i>Raisin in the Sun</i> project-based inquiry: Do Walter and Beneatha reach self-actualization, as outlined by Maslow's Hierarchy of Human Needs?)	
	New Yorker Cover: A-Rod		

<p><u>VOCABULARY/WRITING/LITERARY TERMS:</u></p> <p>How can we demonstrate the retention of our vocabulary through class discussion and test mastery?</p> <p>How can we expand our vocabulary through the mastery of key Latin and Greek bases?</p> <p>How can we determine the meaning of a word based on Greek and Latin prefixes and suffixes?</p> <p>How can the exploration of high frequency SAT vocabulary words help strengthen our ability to recognize them in context and use them in our writing?</p> <p>How can the understanding of common literary techniques and elements help us to uncover both the meaning and author's craft in the literature we study?</p> <p>How can we utilize this understanding of literary terms in order to write about literature in a concise, meaningful way?</p> <p>How can we demonstrate in writing our understanding of how an author uses a specific literary technique or device in order to create a certain effect or convey a specific message?</p>	<p>Companion Piece: Cloning cover and Weird AI Song Parody "I Think I'm a Clone Now"</p> <p>Optional Simpson's television show episode</p> <p>Optional Weird AI Yankovic song parodies</p> <p>*If time allows, independent reading may be assigned. Various selections are available in the English Office and in the Island Trees High School Library.</p>	<p>Use technology to produce and publish a shared project (specific skill to be applied to the presentational portion of the <i>Raisin in the Sun</i>/Maslow Project: students will create either a Power Point or Chart (Maslow's Pyramid) for visual reinforcement of the material in their presentation).</p> <p>SATIRE UNIT:</p> <p>Identify a viable subject to satirize.</p> <p>Write an original satire in which an aspect of society is held up to scrutiny.</p> <p>Create a satirical piece of artwork in which an aspect of society is ridiculed.</p> <p>Analyze a satirist's point of view on a given topic.</p>
<p><u>GRAMMAR:</u></p> <p>Why is it important to be able to recognize the most commonly occurring usage mistakes on the SAT?</p> <p>How can we recognize and correct usage errors in challenging SAT questions?</p>	<p><u>VOCABULARY/WRITING/LITERARY TERMS:</u></p> <p>*THIS QUARTER MUST BE A COMPREHENSIVE REVIEW OF ALL WORDS TAUGHT THIS YEAR*</p> <p><u>Tone Words:</u> (representative list- extended list in Common Documents): Formal, informal, somber, nostalgic, mournful, sullen, elated, dismal, indifferent, apathetic, empathetic, exalted, submissive, mocking, impetuous, cordial, temperate, humorous</p>	<p>Compare how two pieces satirize the same topic in different ways (for example, a New Yorker Cover and a song parody on the topic of cloning).</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape satirical meaning or tone.</p>
<p><u>REGENTS/SAT PREP:</u></p> <p>How can we continue to be successful with our comprehension of short literature?</p> <p>How can we read and compare two passages with a common theme?</p> <p>How can we read short literary passages in order to analyze their literary values? (use of characterization, pov, tone, figurative language, etc.)</p> <p>How can we write a meaningful response on the importance of a single literary element in developing a message sent by an author?</p> <p>What reading strategies should we employ when reading for multiple choice questions?</p>	<p><u>Common Literary Terms (for continued practice):</u></p> <p>Structure, Plot, Point of View, Characterization, Conflict, Theme, Irony, Flashback, Symbolism, Figurative Language</p> <p><u>Maslow Vocabulary:</u></p> <p>Deprivation Needs, Growth Needs, Safety Needs, Physiological Needs, Esteem Needs, Self-Actualization</p> <p><u>Satire Vocabulary:</u></p> <p>Exaggeration, Incongruity, Parody, Reversal, Flaw, Oxymoron, Caricature, Burlesque, Metaphor, Irony, Humor, Wit, Sarcasm, Folly, Vice, Human Frailty</p> <p><u>GRAMMAR:</u></p>	<p>Utilize point of view and purpose in order to shape the content and style of the satirical piece.</p> <p><u>VOCABULARY/WRITING/LITERARY SKILLS:</u></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>

COMMON USAGE MISTAKES ON THE SAT WRITING SECTION

Common Mistake #9: Number Agreement Problems – Example – The advertisement in the newspaper requested that only persons *with a high school diploma* apply for the position.

Common Mistake #10: Pronoun in the Wrong Number – Example – The typical college student has difficulty adjusting to academic standards much higher than those of *their* school.

Common Mistake #11: Pronoun in the Wrong Case in Compound Noun Phrases – Example – *Him* and the rest of the team stopped by the malt shop for milk-shakes after the game.

Common Mistake #12: Pronoun Shift – Example – One cannot sleep soundly if *you* exercise vigorously before retiring to bed.

Common Mistake #13: Pronoun with Ambiguous Reference – Example – The United States entered into warmer relations with China after *its* compliance with recent weapons agreements.

Common Mistake #14: Faulty Comparison – Example – A Nobel Peace Prize winner and the author of several respected novels, Elle Wiesel's name is still less well known than *last year's Heisman Trophy winner*.

Common Mistake #15: Misuse of Adjective or Adverb – Example – The applicants for low-interest loans hoped to buy *decent* built houses for their families.

Common Mistake #16: Double Negative – Example – James easily passed the biology exam *without hardly studying* his lab notes.

REGENTS/SAT PREP:

Regents Practice Tasks Suggested for Homeworks, Quizzes and "Do Nows":

Task III Poem. Aug 06

Task III: June 07

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing or trying a new approach.

Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

GRAMMAR SKILLS:

Maintain consistency in style and tone.

Vary sentence patterns for meaning, reader/listener interest, and style.

Evaluate and analyze long and short reading excerpts.

 [A Stone is Nobody's Fable](#)

Common Task III. Lessons from Childhood: "Miss Bessie" (from short story) and "The Thing You Must Remember" (poem)

 [Passages and Questions](#)

Task III. Writing Prompt

 [Task Sheet](#)

Recognize and correct errors in sentencin~~g~~, pronoun/antecedent agreement, verb use and punctuation through multiple-choice, SAT-style questions.

Punctuate titles and quotes for literary analysis.

Use commas properly.

Produce complete sentences by correcting sentence fragments.

Write complex sentences that utilize parallel structure.

REGENTS PREP:

Identify and analyze various literary elements and techniques within short fiction.

Key to Standards used in this Map