

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 1	<p><b>Unit 1</b></p> <p>1. Delivering Arguments in Writing</p> <p>Writing:  <b>How is a thesis statement developed?</b> How can a clear thesis statement clarify an argument? How is a valid thesis statement created? How does a valid thesis statement contribute to the cohesiveness of an essay as a whole?</p> <p><b>How does a writer develop a thesis for a personal argument?</b> What is the difference between fact and opinion? Why is a clear statement about the argument so important? What is the difference between fact and opinion? What is the difference between a statement of simple fact versus a statement that can be argued? What should we consider when crafting a thesis statement? How easy will it be to defend/support this thesis?</p> <p>Literature:  <b>How do we discover a writer's thesis?</b> What is the role of editorials? Why is it important to be able to discover/highlight a writer's thesis?</p> <p>Writing:  <b>How do we distinguish between a valid and an invalid argument?</b> What does valid mean? What does invalid mean? What makes an opinion valid? What makes an opinion invalid? How is a valid argument created? How is creating a valid argument tied to a valid thesis? Can an opinion be wrong? Can an opinion be invalid? How do we create a valid opinion (thesis)?</p>	<p>Required Writing (Argument Writing):</p> <p>"The Thesis Statement"</p> <p>Required Writing:</p> <p>1. Writing exercises to create a valid thesis in writing.</p> <p>Skill 1</p> <p>"Building the Thesis Through Personal Argument"</p> <p>2. Writing assignments requiring creation of 4 to 5 sentence arguments. Skills 1, 2, 3</p> <p>3. Writing assignments creating full paragraphs with an introductory sentence, a thesis, a supporting quote, and a concluding sentence which links to the thesis. Skills 1, 2, 3, 4, 5, 6.</p> <p>Literature (Argument Writing Support): "Identifying a Thesis"</p> <p>1. Any Editorial From Magazine or Newspaper (Teacher Choice)</p> <p>Required Writing: Create a mini-paragraph explaining the thesis of the author and support this idea with textual evidence. Skills 1-6.</p> <p>"Valid versus Invalid"</p> <p>Excerpts from Historical Texts:</p> <p>1. The 3/5 Compromise</p>	<p>DELIVERING ARGUMENTS IN WRITING</p> <p>1. Write valid thesis statements.</p> <p>2. Write arguments to support thesis statements.</p> <p>3. Write informative/explanatory/argumentative paragraphs and convey information clearly and accurately through organization and analysis of content.</p> <p>4. Identify and evaluate an author's presentation of an argument.</p> <p>5. Trace and evaluate the author's argument and specific claims in texts, distinguishing claims that are supported with evidence and those that are not.</p> <p>6. Use their experience and logic, as well as culture, to think analytically and create persuasive and well-reasoned argument.</p> <p>POEM: Delineate and evaluate the argument and specific claims in this poem, including the validity of the reasoning used by the poet as well as the relevance and sufficiency of the evidence.</p> <p>POEM/STORY/NOVEL: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>			

Literature

**How does the validity of an opinion change over time?** How does an opinion become invalid? How do opinions change over time? To what extent does history play a part in rendering opinions invalid? To what extent is an author responsible for the beliefs of his time period? Why is it important to be able to detect the validity of an argument? How do we evaluate the purpose of an author/writer? Why is the U.S. Constitution subject to change?

Writing

**How do we create a four to five sentence argument?** What makes a good introductory sentence? What is a topic sentence? What is the difference between a topic sentence and a thesis statement? How can we create a valid argument in four or five sentences? Why is it important to link everything back to the thesis? Why is maintaining a focused argument important? How can brainstorming help strengthen arguments? How do we link arguments to the thesis? What is the importance of a concluding link to the thesis at the end of an argument?

Literature Unit—Visions of the Future:

Poetry: "There Will Come Soft Rains"  
Sarah Teasdale

What is the difference between tone and mood? How is the mood created for the reader of poetry? How does the poet reveal

(Excerpt in English Shared Drive Folder)

2. Controversial Editorial From the Past (Articles in Shared Folder)

3. Brown vs. Board of Education (Excerpt in English Shared Folder)

Required Writing: Identify the author's thesis, decide on validity of thesis in each text, and support this decision with textual evidence. Skills 1-6.

Literature:

Required full-length work: *The Hunger Games* by Suzanne Collins

Required short story: "The Lottery" by Shirley Jackson

Required Poem: "There Will Come Soft Rains" by Sarah Teasdale

Required Writing (Poem): a paragraph with a clear thesis, at least two quotations from the poem to support the thesis, and an explanation of how the lines quoted support the thesis.

Required Writing (Short Story): a paragraph with a clear thesis, at least two specific quotations, and an explanation of how the specific quotations help to prove the thesis.

Required Writing (Novel): An essay in which students use a clear thesis to explain how a character develops over the course of the novel. Students must use at least two specific examples from the text to support the theses.

POEM/STORY/NOVEL: Determine the central ideas and/or themes from the texts and analyze their development.

NOVEL: Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

POEM/STORY/NOVEL: Interpret words and phrases as they are used in the texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

POEM/STORY/NOVEL: Analyze the structure of texts, including how specific sentences, paragraphs, stanzas, and larger portions of texts relate to each other and the whole.

POEM/STORY/NOVEL: Assess how point of view and author's purpose shapes the content of texts.

POEM/STORY/NOVEL: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Skills:**

-Define each Part of Speech

-Review the function of each Part of Speech

-Identify the function of each Part of Speech in given sentences

-Identify the connection of specific Parts of Speech various rules of usage / mechanics

-Create original sentences that include and identify the given Parts of Speech

-Define each Part of Sentence

-Review the function of each Part of Sentence

-Identify the function of each Part of Sentence in given sentences

his/her attitude toward a piece (tone)? How can specific words contribute to the overall meaning of a poem? What is TPCASTT? How can TPCASTT help determine the meaning of a poem? How does Teasdale feel about the relationship between nature and man? How does Teasdale feel about the relationship between man and the earth? How is a theme different from a thesis? What is the thesis of this poem?

Short Story: "The Lottery"  
Shirley Jackson

How does Jackson use symbolism to question traditions? How does Jackson use foreshadowing to build suspense? What is the author's tone (purpose) toward her subject? How does the author feel about the lottery itself (tone)? How does the mood shift over the course of the story? What does the shift in mood highlight about following tradition? What is the author's thesis in this piece?

Novel: *Outside Reading—The Hunger Games*  
Susanne Collins

How is characterization used by an author? What is a dynamic character? What is a static or flat character? In what ways is Katniss a dynamic character? How does Collins use characterization to build theme? How does setting contribute to the mood throughout the story?

## Unit One—

### Essential Questions:

What are the definitions (review) of each of the eight Parts of Speech?

What is the function of each of the eight Parts of Speech?

How is the knowledge of Parts of Speech connected to improved writing skills?

How is the knowledge of Parts of Speech connected to improved usage skills?

What are the definitions (review) of each of the Parts of Sentence?

What is the function of each of the Parts of Sentence?

How is the knowledge of Parts of Sentence connected to improved skills in writing?

How is the knowledge of Parts of Sentence connected to improved usage and mechanics skills?

Why is an understanding and working knowledge of Parts of Speech / Parts of Sentence a function of advanced and sophisticated writing?

### Content:

#### *Parts of Speech:*

Noun—common noun, proper noun, collective noun

Pronoun—personal pronouns, indefinite pronouns, interrogative pronouns

Adjective

Verbs—action verbs, linking verbs, helping verbs, verb phrases

Adverbs

Conjunction—teach acronym FANBOYS (for, and, nor, but, or, yet, so), as it links to future grammar instruction and is essential for comma instruction and instruction connected to run-on sentences

Prepositions—teach importance of preposition and prepositional phrases, as they link to future grammar instruction and are essential for comma instruction and for instruction connected to agreement of (subject/verb, pronoun/antecedent)

Interjections

#### *Parts of Sentence:*

Subject—complete subject, simple subject, compound subject, finding the subject of a sentence

Predicate—complete predicate, simple predicate (aka verb), compound verb

Complement--direct object, indirect object, predicate nominative

"Core" list of Vocabulary:

eccentric      caustic

-Identify the connection of specific Parts of Sentence to various rules of usage / mechanics

-Create original sentences that identify the given Parts of Sentence

Skills:

-Define each word

-Identify for each word a SYNONYM

-Identify the Part of Speech for each word>>allows for connection between Grammar study and creating sentences using given word properly in sentence

-Develop an original sentence in which the 'core' word is properly used

	<p><u>Vocabulary --Unit ONE</u></p> <p>What is the purpose of increasing student vocabulary?</p> <p>What do teachers mean by "core" list of vocabulary words?</p> <p>What is the "core" list of vocabulary words?</p> <p>What are the definitions for the "core" list of words?</p> <p>From where was the "core" list obtained? &lt;&lt;Princeton list&lt;&lt;inform students of connection to S.A.T.</p> <p>How does "reteaching" the "core" list help in making the vocabulary part of the student's vernacular?</p>	<p>dissipate      tangible</p> <p>noxious          apathy</p> <p>disdain          querulous</p> <p>credulous        disparage</p> <p>avarice           inevitable</p> <p>capitulate       anecdote</p> <p>contrite          discern</p> <p>contrary          surmise</p> <p>affluent          disgruntled</p> <p>tawdry           vital</p> <p>vivacious        trepidation</p> <p>mortification    alleviate</p> <p>erroneous        dissemble</p> <p>surreptitious    acquiesce</p>			
Unit 2	<p><b>Unit Two</b></p> <p><u>Essential Questions:</u></p> <p>What are the basic principles attached to Parts of Speech? &lt;&lt;briefly review through Q / A</p> <p>What are the basic principles attached to Parts of Sentence? &lt;&lt;brief review through Q / A</p> <p>What is the definition of a Clause? What is the function of a Clause? What are the different kinds of Clauses? &lt;&lt;especially subordinate/ independent</p> <p>Why is an understanding and working knowledge of Clauses a function of advanced and sophisticated writing? How do Clauses connect to the four styles of sentence: simple, compound, complex, compound-complex?</p>	<p><b>Content:</b></p> <p><i>Clauses:</i></p> <p>Independent Clause</p> <p>Subordinate Clause</p> <p>Adjective, Adverb, Noun Clauses &lt;&lt;Briefly review aforementioned Clauses</p> <p><i>Use of Clauses in Classifying Sentences</i></p> <p>Simple—one independent clause</p> <p>Compound—two or more independent, no subordinate</p>	<p><b>Skills:</b></p> <p>-Define Clause.</p> <p>-Review the function of types of Clauses</p> <p>-Identify the different types of Clauses</p> <p>-Identify the connection of different Clauses to various rules/ mechanics in writing</p> <p>-Create original sentences the employ the various Clauses to reflect in writing the four styles/</p> <p>Forms of sentence</p> <p>-Identify the connection of Clauses to rules / usage/ mechanics of writing</p>		

What constitutes a Sentence Fragment?  
How does the knowledge of Clauses connect to avoiding sentence fragments?  
What constitutes a Sentence Run-On?  
How does the knowledge of Clauses connect to avoiding sentence run-ons?  
What rules are connected to the use of Capitalization?

Literature Unit: The Nature of Man

Poetry:

1. "Infant Sorrow" by William Blake (Birth)

How does Blake use diction to create his thesis about entering the world? What tools of the poet does Blake employ to create a thesis about a child's relationship with his parents? What is Blake's thesis in this poem?

2. "Birches" by Robert Frost

What is Frost's thesis about childhood? How does Frost use literary devices to build/support his thesis? How does diction work in this poem to add to its meaning? How does Frost establish the mood of this poem?

3. "Those Winter Sundays" by William Hayden (Middle Age)

What is the thesis of the poet? How does Hayden use diction to create his mood? How does the mood of the poem contribute to Hayden's thesis? How does Hayden use characterization in this poem to contribute to his thesis?

4. "Do Not Go Gentle" by Dylan Thomas

What is Thomas's thesis about death? How does thomas use diction to express his thesis? What is the mood of this poem and how does Thomas use poetic devices to establish it?

Short Stories:

1. "The Scarlet Ibis" by James Hurst

What is Hayden's thesis about the nature of mankind? How does Hayden use conflict to establish/support his thesis? How does Hurst use characterization to establish/support his thesis? How does Hurst use symbolism to add meaning to this work? How does Hurst use setting to add meaning to his work? How does foreshadowing add to the mood of this story? What is the author's

Complex—one independent and at least one subordinate

Compound-Complex—two or more independent and at least one subordinate

*Capitalization:*

Capitalize proper nouns, proper adjectives, geographical locations, names of business/organizations/institutes, historical events/time periods/ calendar items, nationalities/races/ religions, names of ships/planets/events/awards, personal titles, titles of works of art/music/literature.

**Required Full-Length Work:**

1. *The Pearl* by John Steinbeck

**Required Short Stories:**

1. "The Scarlet Ibis" by James Hurst

2. "The Most Dangerous Game" by Richard Connell

**Required Poetry:**

1. "Infant Sorrow" by William Blake

2. "Birches" by Robert Frost

3. "Those Winter Sundays" by Robert Hayden

4. "Do Not Go Gentle Into That Good Night" by Dylan Thomas

-Identify Sentence Fragment.

-Develop methods to correct Sentence Fragments

-Identify sentence run-ons.

-Develop methods to correct sentence run-ons

-Apply rules for Capitalization to writing

-Review rules connected to Capitalization

POETRY: Delineate and evaluate the argument and specific claims in these poems, including the validity of the reasoning used by the poet as well as the relevance and sufficiency of the evidence.

NOVEL: Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

POETRY/STORIES/NOVEL: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

POETRY/STORIES/NOVEL: Determine the central ideas and/or themes from the texts and analyze their development.

POETRY/STORIES/NOVEL: Interpret words and phrases as they are used in the texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

POETRY/STORIES/NOVEL: Analyze the structure of texts, including how specific sentences, paragraphs, stanzas, and larger portions of texts relate to each other and the whole.

POETRY/STORIES/NOVEL: Assess how point of view and author's purpose shape the content of texts.

Vocabulary:

See Unit ONE

attitude about his subject matter (tone)?

2. "The Most Dangerous Game" by Richard Connell

What is Connell's thesis about hunting? How does Connell use characterization to establish this thesis? How does Connell use characterizations to get readers to form an opinion about his characters? How is setting used to add to this story? How does Connell use conflict to establish/strengthen his thesis?

Novel:

*The Pearl* by John Steinbeck

What is Steinbeck's thesis about the nature of man? How does Steinbeck use the theme of greed to establish/strengthen his thesis? What is Steinbeck's attitude toward Kino and his people? How does diction contribute to understanding Steinbeck's tone regarding Kino? How does Steinbeck use mood to further the meaning of his work? How does characterization operate in this novella? How does Steinbeck use symbolism in this work to establish/further his thesis about the nature of man? How does Steinbeck use characterization to establish/support his thesis about the nature of man? How does Steinbeck use metaphor to shed light on Colonialism?

Vocabulary:

What are ways to insure that students retain meaning of 'core' group of vocabulary words?

Why is it necessary to learn the same words more than one time?

ESSAY WRITING:

THE STRUCTURED INTRODUCTION

How does organization help an essay? How can a specific structure foster better analytical writing? How can a specific format benefit a struggling/reluctant writer? Why does a thesis need to be obvious? How does a structured introduction make an essay more cohesive?

THE TRANSITION SENTENCE

What is a transition sentence? Why is it important to have a

Vocabulary:

See Unit ONE

**Required Writing Assignment:**

To be used in conjunction with "The Scarlet Ibis"

**Extended Essay:**

A. Write an introduction including the following elements:

1. An opening sentence.
2. A clear thesis statement.
3. A three-pronged listing of topics that will be used to prove the thesis.

B. Body Paragraphs should include the following elements.

1. Body paragraphs must focus on proving the thesis.
2. One quotation from the story must be used in each body paragraph.
3. Student must explain how the quotation helps to prove the thesis.

**"The Scarlet Ibis" Extended Essay:**

1. Write an introduction with a valid thesis statement.
2. Use transition sentences at the end of paragraphs.
3. Write an introduction that includes three-pronged statement of topics to be argued in body paragraphs.
4. Write argumentative body paragraphs and convey information clearly and accurately through organization and analysis of content.
5. Use textual support from the story to support the thesis statement.
6. Directly connect the textual evidence to the thesis statement.

linking sentence? How can using linking sentences improve writing?

Unit 3

## Unit Three—

### Essential Questions:

What are the fundamental rules attached to proper use of comma? How is the acronym SINIFAC used in teaching the main/ basic rules of comma use?

What is the necessity of learning how to properly use comma? How is the knowledge of the rules of comma useful in improving communication and writing skills? How is the knowledge of the rules of comma useful in developing skills in writing more sophisticated sentences?

Why is knowledge of comma use essential in avoiding errors in sentence writing? What knowledge of Parts of Speech is most commonly connected with mastery of comma use?

How is the understanding of comma use essential to mastery of applying sentence variety to individual writing?

What are the fundamental rules connected to use of semicolon? How is the use of semi-colon connected to writing?

What are the fundamental rules connected colon use? How is colon use connected to clarity in sentence structure and communication?

**Literature Unit -- The Female Perspective**

**Poetry Unit:**

"Mirror" by Sylvia Plath

What is T.P.C.A.S.T.T.? How does title contribute meaning to poetry? What does it mean "to paraphrase"? What is connotation? How can connotation contribute to an author's message? What is a shift? How does a poet use shifts in poetry? Why is it important to re-examine a poem's title? What is theme? How does a poet establish theme? What is the thesis of the poet? What does the poet want the reader to understand? How does the poet use poetic devices to deliver his/her message?

### Content:

*Comma Use--SINIFAC*

**"S"**--teaching the use of comma in separating items in a Series>>instruction on parallel balance

used in listing items in a series (phrases, clauses, given Parts of Speech).

**"I"**--teaching use of comma in conjunction with Introductory statements>>instruction on

complex sentence is connected with information discussing introductory statements.

**"N"**--teaching the use of comma in conjunction with Non-essential clauses and Non-essential

phrases.

**"I"**--teaching the use of comma in conjunction with Interrupters<

Expressions, direct address, contrasting expression—

**note: appositives can be taught**

**in context of interrupters, but they are also indicated later in the SINIFAC acronym.**

**"F"**--teaching the use of comma in conjunction with FANBOYS<

importance of connection of Parts of Speech and writing, and information also connects

instruction on correcting run-on sentences.

**"A"**--teaching the use of comma in conjunction with Appositives and Appositive phrases

### Skills:

-Define the meaning of SINIFAC

-Review rules connected to the use of comma through the use of acronym SINIFAC

-Apply rules of comma to standard writing to insure maximum clarity in communication

--Identify how mastery of comma use prevents run-on sentences in writing

--Create compound sentences using comma appropriately

--Identify how mastery of comma is applicable to mastery of writing compound, complex, and

compound-complex sentences

--Create complex, compound-complex sentences using comma appropriately

--Connect use of semi-colon to writing complex, compound-complex sentences with *Non- FANBOY* joiners, such as *therefore, however, consequently, etc.*

--Identify the times in which colons are necessary for use in a sentence

--Apply the rules of colon to sentence writing, using independent clauses

### Vocabulary

See Unit ONE

### Required Creative Writing:

Write a narrative to develop a work of fiction using vocabulary words.

**Literature Unit -- The Female Perspective**

**Poetry:**

What is metaphor? What is "the speaker" in poetry? What metaphor is used in this poem? How does the shift of this poem contribute to its meaning? How does the metaphor change from stanza one to stanza two?

"The Courage That My Mother Had" by Edna St. Vincent Millay

How will TPCASTT aid in the understanding of poetry? Who is the speaker in this poem? What is rhyme scheme? What is a figure of speech? What is a metaphor? How does a metaphor contribute to the meaning of this poem? What is the speaker's tone? How does the poet establish this tone? What is the poet's message/thesis about growing up? How does the image of the home help to establish the poet's thesis?

**Major Work: Play**

*Antigone* by Sophocles

Who were the Greeks? What are essential components of Greek plays? What is the role of the Chorus? What is the role of masks in Greek plays? What is a tragedy? What are the components of tragedy? What were the Greeks concerned with? How are we similar to the Greeks? How are we dissimilar?

How does the concept of power relate to this play? What is Ismene's idea of power? What is Ismene's idea of the role of the female in society? What is Antigone's conception of power? How does Antigone differ from Ismene? What are the larger implications of Antigone's beliefs and actions? How does Creon attempt to use power? What are the larger implications of Creon's actions? If the characters Antigone and Creon are metaphors for women and men in general, what is Sophocles saying about society through these characters?

**Nonfiction:**

"Speech to the Convention of the American Equal Rights Association, NYC, 1867" by Sojourner Truth

What is rhetoric? What is diction? How can language be used persuasively? What is the thesis of this speech? How does the speaker use language to strengthen her argument? What are the connections between this speech and the heroine Antigone? How does annotating a text aid understanding?

"United States versus Susan B. Anthony"

How is the thesis developed over the course of this text? What role

"C"-teaching the use of comma in conjunction with Conventional situations<

instruction on salutation of letters, closing of letters, addresses, dates, titles in names

*Semicolon Use—*

Use of Semicolon

--in sentences between independent clauses when FANBOYS, comma not used

--in sentences between independent joined by such words/ transitional expressions as *for*

*example, moreover, furthermore, hence, however*

--in sentences when there are two or more independent clause and there are commas within the

clauses

--in items in a series if the items being listed contain comma

*Colon Use—*

Use of Colon

--in sentences with lists that follow

--in sentences introducing long/formal quotes

--in certain conventional situations

--in sentences that contain two independent clauses wherein the second further identifies or gives

information to the first

Vocabulary

See Unit ONE

Determine the central ideas of the poems and analyze their developments over the course of the poems, including how they emerge and are shaped by specific details.

Delineate and evaluate the argument and specific claims in these poems, including the validity of the reasoning used by the poet as well as the relevance of his/her claims.

Determine the meaning of words and phrases as they are used in these poems--including figurative, connotative, and technical meanings.

Analyze the cumulative impact of specific word choices on meaning and tone.

Determine the poets' point of view and purpose and analyze how the poet uses language to advance that point of view and purpose.

Write arguments to support claims in an analysis of poetry using valid reasoning and relevant and sufficient evidence.

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

**Literature: Play--*Antigone* by Sophocles**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of the text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Analyze how the author unfolds an idea; how it is introduced and furthered throughout the text.

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.

does diction play in the development of the thesis? What are essential human rights? Why can the Constitution be interpreted differently by different people? What are the connections between Antigone, Sojourner Truth, and Susan B. Anthony?

**The Sonnet and Shakespearean Language:**

**Required Sonnets: 18, 19, and 35 by William Shakespeare**

What is structure? What is a sonnet? What are the rules of sonnets? What is rhyme scheme? How do we label poems? Why is labeling rhyme scheme important? How does the sonnet differ from free-verse poetry? What makes a sonnet so difficult to write?

How will TPCASTT help the reader to understand the sonnets? How does Shakespeare use quatrains? How does Shakespeare use shifts to contribute to his message? What is Shakespeare's thesis about time? What is Shakespeare's thesis about love? What is Shakespeare's thesis about beauty? What is Shakespeare's thesis about writing? How does Shakespeare use poetic devices to deliver his messages?

Writing: To be used in conjunction with Extended Essay for *Antigone*.

How can we evaluate our own writing? How can we evaluate our own thesis statements? How do we ensure an argument is valid? How do we use quotations in writing? How are quotations connected to a thesis? Why is editing before submission important? What is the connection between a theme and a thesis?

**Literature Unit -- The Female Perspective (Girl Power)**

**Required Poetry:**

"Mirror" by Sylvia Plath

"The Courage That My Mother Had" by Edna Saint Vincent Millay

Sonnets 18, 19, and 35 by William Shakespeare

**Required Literature:**

*Antigone* by Sophocles

**Required Non-Fiction**

"Speech to the Convention of the American Equal Rights Association, NYC, 1867" by Sojourner Truth

"U.S. versus Susan B. Anthony" (14th Amendment Case)

**Extended Essay:**

A. Write an introduction including the following elements:

1. An opening sentence.
2. A clear thesis statement.
3. A three-pronged listing of topics that will be used to prove the thesis.

B. Body Paragraphs should include the following elements.

Delineate and evaluate a thesis of the author, assessing whether the reasoning is valid and the evidence is clear and sufficient; identify false statements and fallacious reasoning.

**Nonfiction:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine the author's purpose in the texts and analyze how an author uses rhetoric to advance that point of view or purpose.

Analyze seminal U.S. documents of historical and literary significance. Read annotate, and analyze informational texts.

**Writing Skills:**

1. Write an introduction with a valid thesis statement.
2. Use transition sentences at the end of paragraphs.
3. Write an introduction that includes three-pronged statement of topics to be argued in body paragraphs.
4. Write argumentative body paragraphs and convey information clearly and accurately through organization and analysis of content.
5. Use textual support from the story to support the thesis statement.

	<p>1. Body paragraphs must focus on proving the thesis.</p> <p>2. One quotation from the story must be used in each body paragraph.</p> <p>3. Student must explain how the quotation helps to prove the thesis.</p>	<p>6. Directly connect the textual evidence to the thesis statement.</p>			
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p><b>Unit Four</b></p> <p><u>Essential Questions:</u></p> <p>-What are the basic principles attached to Subject/ Verb Agreement?          -How does one use the knowledge of Parts of Speech connect to addressing problems connected with Subject/Verb Agreement?          &lt;&lt; use of prepositional phrase, identification of rules connected to Indefinite Pronouns, collective nouns, verb/predicate nominative          -How does the knowledge of Parts of Sentence apply to accuracy in Subject/Verb Agreement?&lt;&lt; find the subject in a sentence, compound subjects, compound verbs          -What are the basic principles attached to Pronoun/Antecedent Agreement?          -How does the knowledge of Parts of Speech connect to addressing problems connected with Pronoun/Antecedent Agreement? &lt;&lt; use of prepositional phrase, identification of rules connected to Indefinite Pronoun          -Review rules connected to punctuation.          -How are the rules of comma connected to clear communication?          -What are the rules for comma? &lt;&lt; SINIFAC</p> <p><b>Required Literature</b></p> <p><b>Major Work: <i>Romeo and Juliet</i> by William Shakespeare</b></p> <p>Why do we read Shakespeare? What is Elizabethan English? How did time period, technology, and social mores affect the plays?</p> <p>What is a double entendre? What is an oxymoron and how does Shakespeare employ them to explain his characters' states of mind? How does setting impact the play?</p> <p>What are the major themes of this play? How does Shakespeare deliver and develop these themes?</p>	<p><u>Content:</u></p> <p><i>Subject / Verb Agreement:</i></p> <p>Singular subjects/ singular verbs; plural subjects/ plural verbs</p> <p>Subject not changed by prepositional phrase following subject</p> <p>Indefinite pronouns can be singular or plural or both&lt;</p> <p>Compound Subjects /Agreement; Subjects/ Compound-Verb Agreement</p> <p>Singular/ Plural Subjects joined by <i>or, nor</i></p> <p>Problems in Agreement: <i>doesn't, don't; there, here</i></p> <p>Agreement in conventional situations</p> <p><i>Pronoun / Antecedent Agreement:</i></p> <p>Pronouns and Antecedents agree in number and gender</p> <p>Indefinite Pronouns can be singular or plural or both</p> <p>Compound Antecedents / Agreement</p> <p>Singular / Plural Antecedent joined by <i>or, nor</i></p> <p><i>Review Comma Rules</i></p> <p>Review rules connected to SINIFAC</p> <p><u>Vocabulary</u></p> <p>See Unit ONE</p> <p><b>Major Work Content: <i>Romeo and Juliet</i></b></p> <p><b>Shakespeare Biographical Information and Information about this time period in</b></p>	<p><u>Skills:</u></p> <p>-Review the rules connected to Agreement of Subject/ Verb</p> <p>-Identify common rules connected to S/ V Agreement</p> <p>-Identify problems / common errors in S/ V Agreement</p> <p>-Edit examples of sentences with errors in S/V agreement</p> <p>-Identify the subject of a sentence and how its number not changed by prepositional phrases that Follow</p> <p>-Review rules connected to Agreement of Pronoun/ Antecedent</p> <p>-Identify problems/ common errors in P/A Agreement</p> <p>-Memorize (rote) common Indefinite Pronouns that pose problems in Agreement</p> <p>-Familiarize identification of Prepositional Phrases in combating problems in Agreement</p> <p>-Practice locating subject of sentence</p> <p>-Edit examples of sentences with errors in P/A agreement</p> <p>-Apply rules of S/V, P/A agreement to individual writing</p> <p>-Review problems in comma use</p> <p>-Review rules in connection to comma</p> <p>-Apply knowledge of comma use to errors in writing</p> <p><b>Romeo and Juliet Unit:</b></p>			

What does Shakespeare say about the power of love? What does he say about parental authority? What is his message about revenge? What is fate? What is Shakespeare's message about fate? How does he explain that free-will is an illusion?

What is power? Who wields power in this play? What kind of power does Juliet have? How is Juliet able to control her own life in this patriarchal society?

**Required Writing: The Literary Research Paper**

What is a literary research paper? What is MLA format? How can an outside source strengthen a thesis? How can textual evidence be used to support a thesis?

What is a reliable source of information? What websites are acceptable to use for support? How can a search be refined to locate relevant information in a literary database?

What is a "Work Cited" page? Why is format important?

Why is planning important before writing? What is editing? What is revising? Why is important to edit and revise essays?

What is the difference between theme and thesis? How can a thesis be improved? How is a thesis proven?

**England (see Resources for suggestions).**

*Romeo and Juliet.*

**Required Writing: The Literary Research Paper**

**Option One:**

**The Sonnets**

**This Research Paper Must Contain the Following Elements:**

1. Clear/Valid Thesis Statement presented in a Structured Introduction.
2. Analysis/Compare/Contrast of TWO Sonnets.
3. Must have quotes from the poems.
4. Must have at least ONE outside source (from book or online database).
5. Introduction with statement of three tiered argument.
6. Body Paragraphs:  
  
BODY ONE: Use direct examples from the poems to support thesis.  
  
BODY TWO: Show how an outside source supports the thesis.  
  
BODY THREE: Evaluate the efficacy of the message -- How successful was Shakespeare at delivering his message (author's purpose).

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of the text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Analyze how the author unfolds an idea; how it is introduced and furthered throughout the text.

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.

Delineate and evaluate a thesis of the author, assessing whether the reasoning is valid and the evidence is clear and sufficient; identify false statements and fallacious reasoning.

**Literary Research Paper Skills:**

7. Must use MLA format for quotations and citing sources.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**OPTION TWO:**

**The Play and the Sonnets**

**This Research Paper Must Contain the Following Elements:**

Determine a central idea of the text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

1. Clear/Valid Thesis Statement presented in a Structured Introduction.

Analyze how the author unfolds an idea; how it is introduced and furthered throughout the text.

2. Thesis must reflect one theme explored by Shakespeare in a sonnet AND the play.

3. Must have quotes from the poem and the play.

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.

4. Must have at least ONE outside source (from book or online database).

5. Introduction with statement of three tiered argument.

Delineate and evaluate a thesis of the author, assessing whether the reasoning is valid and the evidence is clear and sufficient; identify false statements and fallacious reasoning.

6. Body paragraphs must prove thesis.

7. Must follow MLA format throughout.

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

**OPTION THREE:**

**The Play**

**This Research Paper Must Contain the Following Elements:**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the source, and integrate the information while avoiding plagiarism.

1. Clear/Valid Thesis Statement presented in a Structured Introduction.

Draw evidence from literary and informational texts to support analysis, reflection, and research.

		<p>2. Thesis must reflect one theme explored by Shakespeare in the play.</p> <p>3. Must have quotes from the play.</p> <p>4. Must have at least ONE outside source (from book or online database).</p> <p>5. Introduction with statement of three tiered argument.</p> <p>6. Body paragraphs must prove thesis.</p> <p>7. Must follow MLA format throughout.</p> <p>8. Must use quotations from outside source.</p>				
<b>Key to Standards used in this Map</b>						