

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p><b>Unit 1</b> Fiction Analysis/Theme</p> <p><b>30 Days</b></p>	<p><b>Overarching learning goals:</b> -I can analyze complex characters and how they contribute to the theme or advance the plot. - I can analyze a story for its plot structure and how the plot structure affects the overall theme or mood.</p> <p><b>Overarching language goals:</b> -I can write an expository composition with a controlling thesis and supporting details. -I can read for understanding and purpose with fluency and comprehension. -I can speak and listen with peers in small groups to discuss a prompt.</p>	<p>Narrative Life of Frederick Douglass, an American Slave The Law of Life by Jack London Richard Cory Miniver Cheevy Lucinda Matlock Thought on the African-American Novel by Toni Morrison In Search of Our Mothers' Garden by Alice Walker</p> <p>Other suggested texts: To My Dear and Loving Husband Upon the Burning of Our House / Hiswifery Crucible</p>
<p><b>PASS Content Standards</b></p>	<p><b>Standard 1.0 – Vocabulary</b> The student will expand vocabulary through word study, literature, and class discussion. Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> <p><b>Standard 2.1b – Literal Understanding</b> Select and explain specific devices an author uses to accomplish purpose.</p> <p><b>Standard 2.1c – Literal Understanding</b> Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.</p> <p><b>Standard 2.2b – Inferences</b> Describe the development of plot and identify conflict and how they are addressed and resolved.</p> <p><b>Standard 2.2c – Inferences</b> Investigate influences on a reader's response to a text.</p> <p><b>Standard 2.3a – Summary and Generalization</b> Determine the main idea, locate and interpret minor subtly stated details in complex passages.</p> <p><b>Standard 2.3b – Summary and Generalization</b> Use text features and elements to support inferences and generalizations about information.</p> <p><b>Standard 3.1 – Literary Genres</b> Demonstrate a knowledge of and an appreciation for various forms of literature.</p> <p><b>Standard 3.2b – Literary Elements</b> Analyze the way in which irony, tone, mood, author's style, and the sound of the language achieve specific rhetorical or aesthetic purposes or both.</p> <p><b>Standard 3.2c – Literary Elements</b> Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy, etc.</p> <p><b>Standard 3.2d – Literary Elements</b> Evaluate the significance of various literary devices and techniques including imagery, irony, tone, allegory, and symbolism.</p> <p><b>Standard 3.2e – Literary Elements</b> Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing and flashback.</p> <p><b>Standard 3.4a – Literary Works</b> Analyze and evaluate works of literature and the historical context in which it was written.</p> <p><b>Standard 3.4b – Literary Works</b> Analyze and evaluate literature from various cultures.</p> <p><b>Standard 3.4c – Literary Works</b> Compare works that express the recurrence of archetypal characters, settings, and themes in literature and provide evidence to support the ideas expressed in each works.</p> <p><b>Standard 3.2a – Mechanics and Spelling</b> Demonstrate the correct use of capitals.</p> <p><b>Standard 3.2b – Mechanics and Spelling</b> Use correct formation of plurals</p> <p><b>Standard 3.2d – Mechanics and Spelling</b> Use correct spelling of commonly misspelled words</p> <p><b>Standard 3.3a – Sentence Structure</b> Use parallel sentence structure</p>	
<p><b>PASS Plus</b> <b>(when mastering the above PASS standards,</b></p>	<p><b>RL 11.1 Cite strong and thorough textual evidence to support</b> analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL 11.3 Analyze the impact of the author's choices</b> regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and</p>	



<b>these PASS Plus standards are also mastered)</b>	developed).	
<b>Possible Learning Activities</b>	<b>Possible Assessments</b>	<b>Essential Questions</b>
Cornell Notes Graphic Organizer Literature Graffiti DIDLS / TPCASTT	Quick writes, exit tickets, expository Schaffer double chunk related to theme, clicker quizzes, bell ringers,	Who has the right to rule? Who owns land?
<b>Academic Vocabulary/Concepts</b>	<b>Proficiency Scales</b>	Are people initially good?
Authors purpose, Elements of Fiction, Fiction Analysis, etc.		