

<p>Elements of a Short Story Standards</p> <p>Unit 1 Objective: By the end of the unit of study, the student will be able to demonstrate mastery of the</p> <p>Elements of the Short Story as evidenced by a minimum score of 80% on Unit Test #1.</p> <p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>f) Extend general and specialized vocabulary through speaking, reading, and writing. g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. a) Identify author's main idea and purpose. b) Summarize text relating supporting details. c) Identify the characteristics that distinguish literary forms. d) Use literary terms in describing and analyzing selections. e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>g) Analyze the cultural or social function of a literary text. h) Explain the relationship between the author's style and literary effect</p> <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. m) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. a) Generate, gather, and organize ideas for writing. b) Plan and organize writing to address a specific audience and purpose. c) Communicate clearly the purpose of the writing using a thesis statement where appropriate. d) Write clear, varied sentences using specific vocabulary and information. e) Elaborate ideas clearly through word choice and vivid description.</p> <p>9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions</p>	<p>Resources</p> <p>http://cia.pcva.us:8080/moodle/ Lessons: 1-15</p> <p>The Interlopers The Most Dangerous Game The Scarlet Ibis The Sniper The Cask of Amontillado The Necklace The Gift of the Magi The Test The Sound of Thunder The Dress of White Silk The April Witch The Feeling of Power The Veldt The Illustrated Man The Cask of Amontillado *Various other Stories</p> <p>Soapstone Literary Analysis Writing a Thesis (AVID) Transitional Words (AVID) Alternatives to Says (AVID) How To Write a Conclusion (AVID) PRECIS Writing (AVID) Summary Writing (AVID) Kelly Gallagher Article of the Week Active and Passive Voice When writing</p> <p>USE OF VOCABULARY WORD BOOK FOR CONTEXT This will be used throughout the year weekly unless there is a short week. Grammar used for Bell Ringer (Green Folder) This will be used throughout the year.</p>
<p>Unit 2 Objective: By the end of the unit of study, the</p>	

student will be able to demonstrate mastery of the Elements of the Novel as evidenced by a minimum score of 80% on Unit Test #2.

Lessons: 16-25

Standards: 9.3a-c, e-g, 9.4a-e, f-i, l, m; 9.6a-e; 9.7a, d, e

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d) Use commas and semicolons to distinguish and divide main and subordinate clauses

e) Distinguish between active and passive voice

Resources

The Road
A Raisin in the Sun
The Hobbit
The Odyssey
Romeo and Juliet
*Old Man and Sea
* Lord of the Flies
Divergent
Enders Game
Monster
Web of Lies
Unwind
The Glass Castle
Microsoft
The Martian Chronicles

Denotation and Connotation
Concrete Nouns and Abstract Nouns
Allusions
figurative Language
Archetypes
Poetry Books
Plot, Setting, Tone, Point of View
Authors Purpose
Predictions/ Inferences/ Conclusions
Support Comprehension
Historical Texts
Word Choice

Kelly Gallagher
Article of the Week
Active and Passive Voice When writing

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Unit #3: Elements of the Essay

Unit Objective: By the end of the unit of study, the student will be able to demonstrate mastery of the Elements of the Essay as evidenced by a minimum score of 70% on Unit Test #3.

Lessons: 26-35

Standards: 9.3a-g; 9.4a-d, g-i, k-m; 9.5a-i, k; 9.6a-i; 9.7a, b, d-f

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9.5 The student will read and analyze a variety of nonfiction texts. a) Recognize an author's intended purpose for writing and identify the main idea. b) Summarize text relating supporting details. c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts. d) Identify characteristics of expository, technical, and persuasive texts. e) Identify a position/argument to be confirmed, disproved, or modified. f) Evaluate clarity and accuracy of information. g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task. h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. i) Differentiate between fact and opinion
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Kelly Gallagher

Article of the Week

Active and Passive Voice When writing

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Generate, gather, and organize ideas for writing.

Plan and organize writing to address a specific audience and purpose.

Communicate clearly the purpose of the writing using a thesis statement where appropriate.

Write clear, varied sentences using specific vocabulary and information.

Elaborate ideas clearly through word choice and vivid description.

Evaluating Arguments

Fact and Opinion

Find out who the Audience and what is this written for

Transitions

Scholastic News / Current Events

Southwest Times

Imc

Library Online Data Base

Magazines

Roanoke Times

Teacher Generated Sources

PowerSchool Assessment

Evaluating Resources

Purdue Owl

Easy Bib

Thesis Generator

<p>writing. b) Plan and organize writing to address a specific audience and purpose. c) Communicate clearly the purpose of the writing using a thesis statement where appropriate. d) Write clear, varied sentences using specific vocabulary and information. e) Elaborate ideas clearly through word choice and vivid description. f) Arrange paragraphs into a logical progression. g) Use transitions between paragraphs and ideas. h) Revise writing for clarity of content, accuracy and depth of information. i) Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions. b) Use parallel structures across sentences and paragraphs.</p> <p>d) Use commas and semicolons to distinguish and divide main and subordinate clauses. e) Distinguish between active and passive voice. f) Proofread and edit writing for intended audience and purpose</p>	
<p>Unit #4: Evaluation of Media</p> <p>Unit Objective: By the end of the unit of study, the student will be able to demonstrate mastery of the Elements of Media as evidenced by a minimum score of 80% on a group presentation on Unit #4.</p> <p>Lessons: 36-40</p> <p>Standards: 9.1a-l; 9.2a-e; 9.3a-g; 9.5a-k; 9.6a-i; 9.7a-f</p> <p>9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages. a) Analyze and interpret special effects used in media messages including television, film, and Internet. b) Determine the purpose of the media message and its effect on the audience. c) Describe possible cause and effect relationships between mass media coverage and public opinion trends. d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content. e) Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. f) Extend general and specialized vocabulary through speaking, reading, and writing. g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	<p>Why does Hollywood Love Shakespeare? The Black Dahlia YouTube Videos of Ethos/Pathos/Logos Ethos Pathos Logos Heroes Journey in Television/Star Wars I Have a Dream Speech Kelly Gallagher Commercials Radio Play of War of the Worlds Write your own Editorial for the paper/or to the principal List Imagery Words List of Idioms Making Metaphors Using Simile Listen to Rap Music and Find Allusion</p> <p>Kelly Gallagher Article of the Week Library Scavenger Hunt</p>

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<p>Unit #5: Elements of the Research Paper Unit Objective: By the end of the unit of study, the student will be able to demonstrate mastery of the Elements of the Research Paper as evidenced by a minimum score of 70% on a research paper. Lessons: 41-55 Standards: 9.1a-l; 9.2a-e; 9.3a-g; 9.5a-k; 9.6a-I; 9.7a-f, 9.8a-h</p> <p>9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages. a) Analyze and interpret special effects used in media messages including television, film, and Internet. b) Determine the purpose of the media message and its effect on the audience. c) Describe possible cause and effect</p>	<p>Kelly Gallagher Article of the Week Active and Passive Voice When writing</p> <p>USE OF VOCABULARY WORD BOOK FOR CONTEXT This will be used throughout the year weekly unless there is a short week. Grammar used for Bell Ringer (Green Folder) This will be used throughout the year. Generate, gather, and organize ideas for writing. Plan and organize writing to address a specific audience and purpose. Communicate clearly the purpose of the writing using a thesis statement where appropriate. Write clear, varied sentences using specific vocabulary and</p>

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information.

Elaborate ideas clearly through word choice and vivid description.

Evaluating Arguments

Fact and Opinion

Find out who the Audience and what is this written for

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Imc

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Magazines

Roanoke Times

Teacher Generated Sources

PowerSchool Assessment

Evaluating Resources

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Easy Bib

Thesis Generator

<p>distinguish and divide main and subordinate clauses. e) Distinguish between active and passive voice. f) Proofread and edit writing for intended audience and purpose</p> <p>9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. a) Use technology as a tool for research to organize, evaluate, and communicate information. b) Narrow the focus of a search. c) Find, evaluate, and select appropriate sources to access information and answer questions. d) Verify the validity and accuracy of all information. e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Credit the sources of quoted, paraphrased, and summarized ideas. g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	
<p>Unit #6: Elements of Poetry</p> <p>Unit Objective: By the end of the unit of study, the student will be able to demonstrate mastery of the Elements of Poetry as evidenced by a minimum score of 80% on Unit Test #6.</p> <p>Lessons: 56-65</p> <p>Standards: 9.3a-g; 9.4a-i, k-m; 9.6a-i; 9.7a-f</p> <p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. f) Extend general and specialized vocabulary through speaking, reading, and writing. g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. a) Identify author's main idea and purpose. b) Summarize text relating supporting details. c) Identify the characteristics that distinguish literary forms. d) Use literary terms in describing and analyzing selections. e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. g) Analyze the cultural or social function of a literary text. h) Explain the relationship between the author's style and literary effect. i) Explain the influence of historical context on the form, style, and point of view</p>	<p>Poetry Book</p> <p>Rhyming Exercises</p> <p>idioms</p> <p>sonnets</p> <p>Found Poetry</p> <p>Blackout Poetry</p> <p>Limerick</p> <p>I am Poem</p> <p>Look in the Mirror Poem</p> <p>Opposite Poem</p> <p>Acrostic Poem</p> <p>Japanese Lantern Poem</p> <p>Diamante Poem</p> <p>Tanka</p> <p>Sensory Poem</p> <p>Couplet</p> <p>Haiku</p> <p>Mystery Poem</p> <p>One Hand In my Pocket Poem</p> <p>The Raven</p> <p>Biography of Poe</p>

<p>of a written work. k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose. m) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. a) Generate, gather, and organize ideas for writing. b) Plan and organize writing to address a specific audience and purpose. c) Communicate clearly the purpose of the writing using a thesis statement where appropriate. d) Write clear, varied sentences using specific vocabulary and information. e) Elaborate ideas clearly through word choice and vivid description. f) Arrange paragraphs into a logical progression. g) Use transitions between paragraphs and ideas. h) Revise writing for clarity of content, accuracy and depth of information. i) Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions. b) Use parallel structures across sentences and paragraphs. c) Use appositives, main clauses, and subordinate clauses. d) Use commas and semicolons to distinguish and divide main and subordinate clauses. e) Distinguish between active and passive voice. f) Proofread and edit writing for intended audience and purpose.</p>	
<p>Unit #7: Elements of Drama</p> <p>Unit Objective: By the end of the unit of study, the student will be able to demonstrate mastery of the Elements of Drama as evidenced by a minimum score of 75% on Unit Test #7.</p> <p>Lessons: 66-80</p> <p>Standards: 9.2a-e; 9.3a-g; 9.4a-m; 9.6a-i; 9.7a-f</p> <p>9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages. a) Analyze and interpret special effects used in media messages including television, film, and Internet. b) Determine the purpose of the media message and its effect on the audience. c) Describe possible cause and effect relationships between mass media coverage and public opinion trends. d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content. e) Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. f) Extend</p>	<p>Romeo & Juliet (Street Slang Version) A Raisin In the Sun Cause and Effect in Relationships denotation/Connotation</p>

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