

Course Name : English 1

Course Overview

[Term 1](#) [Term 2](#) [Term 3](#) [Term 4](#)

Course Materials/Resources/Technology

For several units, students will check out their own book club or independent reading texts.

TERM 1: Empathy

Duration of Unit: 9 Weeks

Description of Unit: To develop a focus for this unit, students will learn about empathy and the debate regarding whether empathy is an automatic response or a learned behavior. Students will start to explore the unit's driving question using research links that cover additional aspects of empathy, including how empathy affects relationships with others, the possible existence of empathy in animals, and how empathy impacts the way readers experience stories and other texts.

Essential Questions and/or Enduring Understandings:

How does human compassion inform our understanding of the world?

Academic Vocabulary: Textual Evidence, Inference

Materials/Resources/Technology:

Texts..."Marigolds", "Everyday Use", Free choice independent texts, "Mending Wall"

ESSENTIAL Standards

Learning Targets

R2 (Theme)	Students can objectively and accurately summarize texts to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped by specific details
R1 (text evidence)	Students can cite relevant textual evidence that strongly supports analysis of what the text says explicitly / implicitly and make logical inferences.
L5 (conventions)	Students can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
W2 (narrative)	Students can compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
R9 (read variety)	Students can read a variety of independent texts and discuss what they read.
W1	Students can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of purposes.
NICE TO KNOW Standards	Learning Targets
S1 (discussions)	Students can participate in a variety of discussions, including small and large group, written and spoken.
Common Formative and Summative Assessments	
<ul style="list-style-type: none"> ● Writings..Identity Narrative; Theme analysis 	

TERM 2: All for Love

Duration of Unit: 9 Weeks

Description of Unit:

How does love move and change us? In examining works on the moving, changing and sometimes painful course of love, students learn about one of the most defining forces in human experience. This unit prompts students to explore the driving question and consider the complexities of love. How are we moved to act and create by romantic love? Other selections explore both the joy and the despair of love, as expressed by Shakespeare, Edgar Allan Poe, Frank McCourt, and more; nonfiction pieces argue about the importance of romantic love and inform students about the chemical and hormonal basis of love.

Students will read Romeo and Juliet, a novel of their choice, “Gift of the Magi”, and sonnets.

Essential Questions and/or Enduring Understandings: How does love move and change us? Does true love exist?

ESSENTIAL Standards	Learning Targets
R4 (Language)	Students can determine the meanings of words and phrases, including figurative and connotative meanings. Students can analyze the impact of specific word choices on meaning, tone, and mood.
L3 (Language choices)	Students can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
W2 (Informative)	Students can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective organization of content.
R9 (Compare)	Students can make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.
R2 (Theme)	Students can objectively and accurately summarize texts to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped by specific details

Common Formative and Summative Assessments

- Romeo and Juliet Comparison Essay, Book Project, Sonnet

TERM 3: Leadership

Duration of Unit: 9 Weeks

Description of Unit: Throughout this unit, students will explore classic works of literature and informational texts that explore the responsibilities and consequences that come from having and using various aspects of power, including examples of leaders who used their power for the greater good or who caused great suffering by misusing their power. In addition, students will learn about how people in power have affected society by exploring what happens when leaders become enamored of their power. Students will research a variety of sources, including scientific studies, biographies, and reflective essays, related to appropriate and inappropriate uses of power.

Students will read “The Lady or the Tiger”, “Ozymandias”, several key speeches, and a book club text.

Essential Questions and/or Enduring Understandings: What are the responsibilities of power?

ESSENTIAL Standards	Learning Targets
L4	Students can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
R3 (author's purpose)--R8	Students will analyze how the author unfolds an argument, including the sequence, the introduction, and the development of ideas, and the connections that exist.
W4 (organization)	Students will produce clear and coherent writing in which the development, organization, and style are relevant to the task.

S4 (presentation)	Students will present information, findings, and supporting evidence such that listeners can follow the reasoning and organization.
S7 (speech)S5	Students will make strategic use of digital media in presentations to enhance understanding of findings (new S5)
W1 (argument) w2	Students will write arguments to support claims, using valid reasoning.
NICE TO KNOW Standards	Learning Targets
R2 Theme	Students can objectively and accurately summarize texts to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped by specific details
W10 -- W1	Students can write in a weekly journal and over an extended period of time
S1	Students can participate in a variety of discussions about a variety of topics.
Common Formative and Summative Assessments	
<ul style="list-style-type: none"> ● Persuasive Speech Map and Presentation ● Book Club Discussions ● Book Club Leadership Test 	

TERM 4: Dreams and Aspirations

Duration of Unit: 9 Weeks

Description of Unit: Throughout this unit, students will explore the various dreams and aspirations of fictional and historical figures, including those whose fulfillment of their dreams made a lasting impact on others. Selections in this unit include short stories, poems, essays, biographies, speeches, and other informational texts that will guide students in addressing the Essential Question, “What makes a dream worth pursuing?” Students will write a research paper regarding dreams and aspirations. Students will study the text *Of Mice and Men*.

Essential Questions and/or Enduring Understandings:

What makes a dream worth pursuing?

ESSENTIAL Standards	Learning Targets
L4	Students can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
W8	Students can gather relevant information from multiple print and online resources, using search terms effectively. Students can determine the credibility of the resource. Students can either quote or paraphrase from that resource.
W11	Students can effectively utilize MLA formatting to document their resources in an essay.
W4	Students can produce clear and coherent writing in which the development, organization, and style are authentic to the task and purpose.
L1	Students can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
R3	Students can analyze how complex characters develop and interact with other characters

Common Formative and Summative Assessments

- Literary Analysis of Outside Reading Novel
- Character Analysis of Of Mice and Men
- Research Paper