**English 3, Marking Period 1**

**English 3 Topic and Essential Question:**

- **Society**
  - How can an individual successfully interact in society?

**Benchmark Writing Assignments**

**Marking Period 1: Persuasive Essay**

**Possible Texts:**
- A Midsummer Night's Dream
- A Raisin in the Sun
- Black Boy
- Dandelion Wine
- Down These Mean Streets
- Fahrenheit 451
- Freedom Road
- Growing Up Latino
- Ibsen Plays (A Doll's House)
- Iguana Dreams
- Lord of the Flies
- Master Harold and the Boys
- Other Voices Other Vistas
- The Joy Luck Club
- The Kite Runner
- The Lovely Bones
- To Kill a Mockingbird
- Twelfth Night
- Twelve Angry Men

**Skills/Literary Elements:**
- Character analysis
- Irony, moral ambiguity, close reading, metaphor, simile, symbol, conflict, protagonist, antagonist, and stage and drama terminology: dramatic irony, stage directions, productions, fourth wall.

**Assessments:**
- Unit Exams
- Quizzes
- Vocabulary use
- Group work
- Small group discussion
- Questioning
- Projects
- Essays
- Short writing assignments
- Paragraph reflections
- Research projects
- Exit Slips

**Writing Components:**
- Literary analysis essay
- Short writing assignments
- Paragraph reflections
- Research Paper

**Common Core Standards:**
- Reading Literature: CCSS.ELA-Literacy.RL.9-10.2
- CCSS.ELA-Literacy.RL.9-10.3
- CCSS.ELA-Literacy.RL.9-10.4
- CCSS.ELA-Literacy.RL.9-10.5

**Non-Fiction:**
- Sherman Alexie on Reading
- Malcolm X on Reading
- The Color of Water
- How Are Potential Jurors Selected?
- Is College Worth It? Clearly, New Data Say’’ by David Leonhardt

- "There’s Big Money to Be Made in Beauty Pageants” by Hilary Levey Friedman

- "The Miss America Pageant Has Been Beneficial for Women of Color” by Elwood Watson

**Differentiated Instruction**
- Think Pair-Share
- Pair High Performing and lower performing students
- Staggered due dates
- Differentiated rubrics
- Assignment Choice
- Group Work
- Read Aloud

**ELL**
- Read Aloud
- Think Pair Share
- Differentiated Rubrics
- Flexible Grouping
“Beauty Pageants, Like the Miss America Contest, Should Die” by Courtney E. Martin

“The Miss America Pageant Stills Sends the Wrong Message” By Blain Roberts

“The Tuition is Too Damn High” By Dylan Matthews

Poetry:
What Happens to a Dream Deferred?
Mother to Son
Stephen Dowling Botts

Short Stories:
The Gift of the Magi
The Necklace
The Tell-Tale Heart
The Cask of Amontillado
**English 3 Marking Period 2**

**Benchmark Writing Assignments**

**English 3 Topic and Essential Question**

**Society and the Individual**
- How does culture impact the individual?

**Possible Texts:**

**Fiction:**
- A Midsummer Night's Dream
- A Raisin in the Sun
- Black Boy
- Dandelion Wine
- Down These Mean Streets
- Fahrenheit 451
- Freedom Road
- Growing Up Latino
- Ibsen Plays (A Doll's House)
- Iguana Dreams
- Lord of the Flies
- Master Harold and the Boys
- Other Voices Other Vistas
- The Joy Luck Club
- The Kite Runner
- The Lovely Bones
- To Kill a Mockingbird
- Twelfth Night
- Twelve Angry Men

**Non-Fiction:**
- The wide world of polygamy: We hate it, others love it
- Why do some countries like polygamy?

'Shaming' her in-laws costs 19 year old her nose, ears, This is part of the CNN human watch project

The Women of Islam By Lisa Beyer

**Skills/Literary Elements:**

- Character analysis
- Irony, moral ambiguity, close reading, metaphor, simile, symbol, conflict, protagonist, antagonist, and stage and drama terminology: dramatic irony, stage directions, productions, fourth wall.

**Assessments:**

- Unit Exams
- Quizzes
- Vocabulary use
- Group work
- Small group discussion
- Questioning
- Projects
- Essays
- Short writing assignments
- Paragraph reflections
- Research projects
- Exit Slips

**Writing Components:**

- Literary analysis essay
- Short writing assignments
- Paragraph reflections
- Research Paper

**Common Core Standards:**

- Reading Literature
  - CCSS ELA-Literacy.RL.9-10.2
  - CCSS ELA-Literacy.RL.9-10.3
  - CCSS ELA-Literacy.RL.9-10.4
  - CCSS ELA-Literacy.RL.9-10.5

- Reading Informational Text
  - CCSS ELA-Literacy.RI.9-10.1
  - CCSS ELA-Literacy.RI.9-10.2
  - CCSS ELA-Literacy.RI.9-10.3
  - CCSS ELA-Literacy.RI.9-10.4

- Writing Standards
  - CCSS ELA-Literacy.W.9-10.1.a
  - CCSS ELA-Literacy.W.9-10.1.b
  - CCSS ELA-Literacy.W.9-10.1.c
  - CCSS ELA-Literacy.W.9-10.1.d
  - CCSS ELA-Literacy.W.9-10.1.e

**Differentiated Instruction**

- Think Pair-Share
- Pair High Performing and lower performing students
- Staggered due dates
- Differentiated rubrics
- Assignment Choice
- Group Work
- Read Aloud

**ELL**

- Read Aloud
- Think Pair Share
- Differentiated Rubrics
- Flexible Grouping
Poetry:
There’s a certain Slant of light,
I never saw a Moor
A narrow Fellow in the Grass
Beat! Beat! Drums!

Short Stories:
An Occurrence at Owl Creek Bridge
The Story of an Hour
To Build a Fire
The Open Boat
## English 3, Marking Period 3

### Benchmark Writing Assignments

#### Marking Period 3: Argumentative Essay

#### English 3 Topic and Essential Question

**Society vis-a-vis Individuality**

- How can people preserve their individuality in society?

#### Possible Texts:

**Fiction:**
- A Midsummer Night's Dream
- A Raisin in the Sun
- Black Boy
- Dandelion Wine
- Down These Mean Streets
- Fahrenheit 451
- Freedom Road
- Growing Up Latino
- Ibsen Plays (A Doll's House)
- Iguana Dreams
- Lord of the Flies
- Master Harold and the Boys
- Other Voices Other Vistas
- The Joy Luck Club
- The Kite Runner
- The Lovely Bones
- To Kill a Mockingbird
- Twelfth Night
- Twelve Angry Men

**Non-Fiction:**

- [criminal.findlaw.com_criminal-procedure_how-are-potential-jurors-selected and How does a grand jury work?](criminal.findlaw.com_criminal-procedure_how-are-potential-jurors-selected)
- Court Cases Teens Should Know- NYT learning network

#### Skills/Literary Elements:

- Character analysis
- Irony, moral ambiguity, close reading, metaphor, simile, symbol, conflict, protagonist, antagonist, and stage and drama terminology: dramatic irony, stage directions, productions, fourth wall.

#### Assessments:

- Unit Exams
- Quizzes
- Vocabulary use
- Group work
- Small group discussion
- Questioning
- Projects
- Essays
- Short writing assignments
- Paragraph reflections
- Research projects
- Exit Slips

#### Writing Components:

- Literary analysis essay
- Short writing assignments
- Paragraph reflections
- Research Paper

#### Common Core Standards:

- **Reading Literature**
  - CCSS.ELA-Literacy.RL.9-10.2
  - CCSS.ELA-Literacy.RL.9-10.3
  - CCSS.ELA-Literacy.RL.9-10.4
  - CCSS.ELA-Literacy.RL.9-10.5

- **Reading Informational Text**
  - CCSS.ELA-Literacy.RI.9-10.1
  - CCSS.ELA-Literacy.RI.9-10.2
  - CCSS.ELA-Literacy.RI.9-10.3
  - CCSS.ELA-Literacy.RI.9-10.4

- **Writing Standards**
  - CCSS.ELA-Literacy.W.9-10.1.a
  - CCSS.ELA-Literacy.W.9-10.1.b
  - CCSS.ELA-Literacy.W.9-10.1.c
  - CCSS.ELA-Literacy.W.9-10.1.d
  - CCSS.ELA-Literacy.W.9-10.1.e

#### Differentiated Instruction

- Think Pair-Share
- Pair High Performing and lower performing students
- Staggered due dates
- Differentiated rubrics
- Assignment Choice
- Group Work
- Read Aloud

**ELL**

- Read Aloud
- Think Pair Share
- Differentiated Rubrics
- Flexible Grouping
**Poetry:**
The Raven
Annabel Lee
We Wear the Mask
Miniver Cheevy
Richard Cory

**Short Stories:**
Barbie-Q
The Lady with the Little Dog
The Swimmer
Cathedral
Greasy Lake
The Guest
## English 4, Marking Period 1

| Benchmark Writing Assignments | Marking Period 4: Critical Lens |

### English 4 Topic and Essential Question

**Self versus Society**

- Why is education essential to navigating political and cultural systems?

### Possible Texts:

**Fiction:**
- A Midsummer Night's Dream
- A Raisin in the Sun
- Black Boy
- Dandelion Wine
- Down These Mean Streets
- Fahrenheit 451
- Freedom Road
- Growing Up Latino
- Ibsen Plays (A Doll's House)
- Iguana Dreams
- Lord of the Flies
- Master Harold and the Boys
- Other Voices Other Vistas
- The Joy Luck Club
- The Kite Runner
- The Lovely Bones
- To Kill a Mockingbird
- Twelfth Night
- Twelve Angry Men

**Non-Fiction:**
- Afghan Women Fear Their Fate…
- Afghan Girl: National Geographic
- The Wide World of Polygamy…
- “Shaming ‘Her In-Laws Cost Her…”
- Supreme Court Cases Teens Should Know
- How Does a Grand Jury Work?

### Skills/Literary Elements:

- Character analysis
- Story and narrative structure: exposition, rising action, complications, situation of the action, climax, falling action.
- Perspective in non-fiction writing: objective versus subjective, fact versus opinion, bias, research.
- Irony, moral ambiguity, close reading, metaphor, simile, symbol, conflict, protagonist, antagonist, and stage and drama terminology: dramatic irony, stage directions, productions, fourth wall.

### Assessments:

- Interpretation of quotations
- Unit Exams
- Quizzes
- Vocabulary use
- Group work
- Small group discussion
- Questioning
- Projects
- Essays
- Short writing assignments
- Paragraph reflections
- Research projects
- Exit Slips

### Writing Components:

- Literary analysis essay
- Short writing assignments
- Paragraph reflections
- Research Paper

### Common Core Standards:

- **Reading Literature**
  - CCSS.ELA-Literacy.RL.9-10.2
  - CCSS.ELA-Literacy.RL.9-10.3
  - CCSS.ELA-Literacy.RL.9-10.4
  - CCSS.ELA-Literacy.RL.9-10.5

- **Reading Informational Text**
  - CCSS.ELA-Literacy.RI.9-10.1
  - CCSS.ELA-Literacy.RI.9-10.2
  - CCSS.ELA-Literacy.RI.9-10.3
  - CCSS.ELA-Literacy.RI.9-10.4

- **Writing Standards**
  - CCSS.ELA-Literacy.W.9-10.1.a
  - CCSS.ELA-Literacy.W.9-10.1.b
  - CCSS.ELA-Literacy.W.9-10.1.c
  - CCSS.ELA-Literacy.W.9-10.1.d
  - CCSS.ELA-Literacy.W.9-10.1.e

### Differentiated Instruction

- Think Pair-Share
- Pair High Performing and lower performing students
- Staggered due dates
- Differentiated rubrics
- Assignment Choice
- Group Work
- Read Aloud

**ELL**

- Read Aloud
- Think Pair Share
- Differentiated Rubrics
- Flexible Grouping
<table>
<thead>
<tr>
<th>Poetry:</th>
<th>SWD:</th>
<th>ELL:</th>
<th>HIGH PERFORMANCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stopping By Woods on a Snowy Evening</td>
<td>Mnemonic strategies</td>
<td>Use visuals/graphic organizer that reinforce spoken or written words.</td>
<td>Accelerate Pacing – allow more time for student investigations and in-depth work</td>
</tr>
<tr>
<td>Metaphors</td>
<td>Spatial Organizers</td>
<td>Employ gestures for added emphasis</td>
<td>Eliminate-repetition</td>
</tr>
<tr>
<td>The Hawk</td>
<td>Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)</td>
<td>Read Aloud</td>
<td>Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work</td>
</tr>
<tr>
<td>Do Not Go Gentle Into That Good Night</td>
<td>Computer-Assisted Instruction</td>
<td>Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax</td>
<td>Research assignments</td>
</tr>
<tr>
<td>The Bells</td>
<td>Peer Mediation</td>
<td>Partner Work</td>
<td>Independent reading assignments</td>
</tr>
<tr>
<td>Metaphors</td>
<td>Differentiated Assessments</td>
<td>Stress high-frequency vocabulary words.</td>
<td>Flexibility with creative assignments</td>
</tr>
<tr>
<td>Short Stories:</td>
<td>Extended time</td>
<td>Use fewer idioms and clarify the meaning of words or phrases in context.</td>
<td>Small Group work/ Discussion</td>
</tr>
<tr>
<td>The Indian Uprising</td>
<td>Graphic organizers</td>
<td>Dictionaries available</td>
<td>Socratic Seminar</td>
</tr>
<tr>
<td>The Lesson</td>
<td>Small group work (Heterogeneous groupings)</td>
<td>Thesaurus available</td>
<td></td>
</tr>
<tr>
<td>The Circular Ruins</td>
<td>Video and audio assistance (readings)</td>
<td>Small group work (Heterogeneous groupings)</td>
<td></td>
</tr>
<tr>
<td>The Werewolf</td>
<td></td>
<td>Video and audio assistance (readings)</td>
<td></td>
</tr>
<tr>
<td>An Act of Vengeance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**English 4, Marking Period 2**

**Benchmark Writing Assignments**
**Marking Period 4: Critical Lens**

**English 4 Topic and Essential Question**
*Government and Political Realities*
- Why is education essential to navigating political and cultural systems?

<table>
<thead>
<tr>
<th>Possible Texts: Fiction:</th>
<th>Skills/Literary Elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Midsummer Night's Dream</td>
<td>Character analysis</td>
</tr>
<tr>
<td>A Raisin in the Sun</td>
<td>Story and narrative structure: exposition, rising action, complications, situation of the action, climax, falling action.</td>
</tr>
<tr>
<td>Black Boy</td>
<td>Perspective in non-fiction writing: objective versus subjective, fact versus opinion, bias, research.</td>
</tr>
<tr>
<td>Dandelion Wine</td>
<td>Irony, moral ambiguity, close reading, metaphor, simile, symbol, conflict, protagonist, antagonist, and stage and drama terminology: dramatic irony, stage directions, production, fourth wall.</td>
</tr>
<tr>
<td>Down These Mean Streets</td>
<td></td>
</tr>
<tr>
<td>Fahrenheit 451</td>
<td></td>
</tr>
<tr>
<td>Freedom Road</td>
<td></td>
</tr>
<tr>
<td>Growing Up Latino</td>
<td></td>
</tr>
<tr>
<td>Ibsen Plays (A Doll's House)</td>
<td></td>
</tr>
<tr>
<td>Iguana Dreams</td>
<td></td>
</tr>
<tr>
<td>Lord of the Flies</td>
<td></td>
</tr>
<tr>
<td>Master Harold and the Boys</td>
<td></td>
</tr>
<tr>
<td>Other Voices Other Vistas</td>
<td></td>
</tr>
<tr>
<td>The Joy Luck Club</td>
<td></td>
</tr>
<tr>
<td>The Kite Runner</td>
<td></td>
</tr>
<tr>
<td>The Lovely Bones</td>
<td></td>
</tr>
<tr>
<td>To Kill a Mockingbird</td>
<td></td>
</tr>
<tr>
<td>Twelfth Night</td>
<td></td>
</tr>
<tr>
<td>Twelve Angry Men</td>
<td></td>
</tr>
</tbody>
</table>

**Non-Fiction:**
- “Shooting the Elephant”
- Inaugural Address, J.F.K
- “Black Men and Public Space”
- “Somebody Else’s Genocide”
- “Nonfiction Book Review: Peddling Prosperity”
- “Are Men Necessary?: When Sexes Collide”

<table>
<thead>
<tr>
<th>Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Interpretation of quotations</td>
</tr>
<tr>
<td>- Unit Exams</td>
</tr>
<tr>
<td>- Quizzes</td>
</tr>
<tr>
<td>- Vocabulary use</td>
</tr>
<tr>
<td>- Group work</td>
</tr>
<tr>
<td>- Small group discussion</td>
</tr>
<tr>
<td>- Questioning</td>
</tr>
<tr>
<td>- Projects</td>
</tr>
<tr>
<td>- Essays</td>
</tr>
<tr>
<td>- Short writing assignments</td>
</tr>
<tr>
<td>- Paragraph reflections</td>
</tr>
<tr>
<td>- Research projects</td>
</tr>
<tr>
<td>- Exit Slips</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Literature</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.9-10.2</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.9-10.3</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.9-10.4</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.9-10.5</td>
</tr>
<tr>
<td>Reading Informational Text</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.1</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.2</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.3</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Literary analysis essay</td>
</tr>
<tr>
<td>- Short writing assignments</td>
</tr>
<tr>
<td>- Paragraph reflections</td>
</tr>
<tr>
<td>- Research Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think Pair-Share</td>
</tr>
<tr>
<td>Pair High Performing and lower performing students</td>
</tr>
<tr>
<td>Staggered due dates</td>
</tr>
<tr>
<td>Differentiated rubrics</td>
</tr>
<tr>
<td>Assignment Choice</td>
</tr>
<tr>
<td>Group Work</td>
</tr>
<tr>
<td>Read Aloud</td>
</tr>
</tbody>
</table>

**ELL**
- Read Aloud
- Think Pair Share
- Differentiated Rubrics
- Flexible Grouping
<table>
<thead>
<tr>
<th>Poetry:</th>
<th>SWD:</th>
<th>ELL:</th>
<th>HIGH PERFORMANCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Where Dreams Come From”</td>
<td>• Mnemonic strategies</td>
<td>• Use visuals/graphic organizer that reinforce spoken or written words.</td>
<td>• Accelerate Pacing – allow more time for student investigations and in-depth work</td>
</tr>
<tr>
<td>“La Migra”</td>
<td>• Spatial Organizers</td>
<td>• Employ gestures for added emphasis</td>
<td>• Eliminate-repetition</td>
</tr>
<tr>
<td>“A Work of Artifice”</td>
<td>• Classroom Learning Strategies (e.g., study skills instruction,</td>
<td>• Read Aloud</td>
<td>• Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work</td>
</tr>
<tr>
<td>“Blues”</td>
<td>note-taking strategies)</td>
<td>• Adjust your speech:</td>
<td>• Research assignments</td>
</tr>
<tr>
<td>“Abraham Lincoln”</td>
<td>• Computer-Assisted Instruction</td>
<td>• Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax</td>
<td>• Independent reading assignments</td>
</tr>
<tr>
<td>“Gunga Din”</td>
<td>• Peer Mediation</td>
<td>• Partner Work</td>
<td>• Flexibility with creative assignments</td>
</tr>
<tr>
<td>“I Hear America Singing”</td>
<td>• Differentiated Assessments</td>
<td>• Stress high-frequency vocabulary words.</td>
<td>• Small Group work/ Discussion</td>
</tr>
<tr>
<td>“Mother to Son”</td>
<td>• Extended time</td>
<td>• Use fewer idioms and clarify the meaning of words or phrases in context.</td>
<td>Socratic Seminar</td>
</tr>
<tr>
<td>“Madame and the Rent Man”</td>
<td>• Graphic organizers</td>
<td>• Dictionaries available</td>
<td></td>
</tr>
<tr>
<td><strong>Short Stories:</strong></td>
<td>• Small group work (Heterogeneous groupings)</td>
<td>• Thesauruses available</td>
<td></td>
</tr>
<tr>
<td>“Examination Day”</td>
<td>• Video and audio assistance (readings)</td>
<td>• Small group work (Heterogeneous groupings)</td>
<td></td>
</tr>
<tr>
<td>“The Lottery”</td>
<td></td>
<td>• Video and audio assistance (readings)</td>
<td></td>
</tr>
<tr>
<td>“The Lady or the Tiger”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Five-Forty-Eight”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Idiots”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Sniper”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Man Who Had No Eyes”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# English 4, Marking Period 3

## Benchmark Writing Assignments

### Marking Period 4: Critical Lens

#### English 4 Topic and Essential Question

**Class Conflicts and Society**

- Why is education essential to navigating political and cultural systems?

---

<table>
<thead>
<tr>
<th>Possible Texts:</th>
<th>Skills/Literary Elements:</th>
<th>Assessments:</th>
<th>Common Core Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction:</strong></td>
<td>Character analysis</td>
<td>- Interpretation of quotations</td>
<td>Reading Literature</td>
</tr>
<tr>
<td>A Midsummer Night's Dream</td>
<td>Story and narrative structure: exposition, rising action, complications, situation of the action, climax, falling action. Perspective in non-fiction writing: objective versus subjective, fact versus opinion, bias, research.</td>
<td>- Unit Exams</td>
<td>CCSS.ELA-Literacy.RL.9-10.2</td>
</tr>
<tr>
<td>A Raisin in the Sun</td>
<td>Irony, moral ambiguity, close reading, metaphor, simile, symbol, conflict, protagonist, antagonist, and stage and drama terminology: dramatic irony, stage directions, productions, fourth wall.</td>
<td>- Quizzes</td>
<td>CCSS.ELA-Literacy.RL.9-10.3</td>
</tr>
<tr>
<td>Black Boy</td>
<td></td>
<td>- Vocabulary use</td>
<td>CCSS.ELA-Literacy.RL.9-10.4</td>
</tr>
<tr>
<td>Dandelion Wine</td>
<td></td>
<td>- Group work</td>
<td>CCSS.ELA-Literacy.RL.9-10.5</td>
</tr>
<tr>
<td>Down These Mean Streets</td>
<td></td>
<td>- Small group discussion</td>
<td></td>
</tr>
<tr>
<td>Fahrenheit 451</td>
<td></td>
<td>- Questioning</td>
<td></td>
</tr>
<tr>
<td>Freedom Road</td>
<td></td>
<td>- Projects</td>
<td></td>
</tr>
<tr>
<td>Growing Up Latino</td>
<td></td>
<td>- Essays</td>
<td></td>
</tr>
<tr>
<td>Ibsen Plays (A Doll's House)</td>
<td></td>
<td>- Short writing assignments</td>
<td></td>
</tr>
<tr>
<td>Iguana Dreams</td>
<td></td>
<td>- Paragraph reflections</td>
<td></td>
</tr>
<tr>
<td>Lord of the Flies</td>
<td></td>
<td>- Research projects</td>
<td></td>
</tr>
<tr>
<td>Master Harold and the Boys</td>
<td></td>
<td>- Exit Slips</td>
<td></td>
</tr>
<tr>
<td>Other Voices Other Vistas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Joy Luck Club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Kite Runner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Lovely Bones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Kill a Mockingbird</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twelfth Night</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twelve Angry Men</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Non-Fiction:** | | | |
| “A Hanging” | | | |
| “Serving in Florida” | | | |
| “38 Who Saw Murder Didn’t Call the Police” | | | |
| “They Also Wait Who Stand and Serve Themselves” | | | |
| “Aria: Memoir of a Bilingual Childhood” | | | |
| “Cotton-Picking Time” | | | |

### Writing Components:

- Literary analysis essay
- Short writing assignments
- Paragraph reflections
- Research Paper

### Assessments:

- Unit Exams
- Quizzes
- Paragraph reflections
- Research projects
- Exit Slips

### Common Core Standards:

- **Reading Literature**
  - CCSS.ELA-Literacy.RL.9-10.2
  - CCSS.ELA-Literacy.RL.9-10.3
  - CCSS.ELA-Literacy.RL.9-10.4
  - CCSS.ELA-Literacy.RL.9-10.5

- **Reading Informational Text**
  - CCSS.ELA-Literacy.RI.9-10.1
  - CCSS.ELA-Literacy.RI.9-10.2
  - CCSS.ELA-Literacy.RI.9-10.3
  - CCSS.ELA-Literacy.RI.9-10.4

- **Writing Standards**
  - CCSS.ELA-Literacy.W.9-10.1.a
  - CCSS.ELA-Literacy.W.9-10.1.b
  - CCSS.ELA-Literacy.W.9-10.1.c
  - CCSS.ELA-Literacy.W.9-10.1.d
  - CCSS.ELA-Literacy.W.9-10.1.e

### Differentiated Instruction

- Think Pair-Share
- Pair High Performing and lower performing students
- Staggered due dates
- Differentiated rubrics
- Assignment Choice
- Group Work
- Read Aloud

- **ELL**
  - Read Aloud
  - Think Pair Share
  - Differentiated Rubrics
  - Flexible Grouping
**Poetry:**
- “Paper Matches”
- “O Captain! My Captain!”
- “Dream Deferred”
- “Filling Station”
- “Mending Wall”
- “The Negro Speaks of Rivers”
- “The Hollow Men”
- “American History”
- “Martin’s Blues”
- “Nightmare Begins Responsibility”

**Short Stories:**
- “A and P”
- “Misery”
- “The Boarding House”
- “The Secret Life of Walter Mitty”
- “The Nose”
- “A Good Man is Hard to Find”
- “In Our Time”

**SWD:**
- Mnemonic strategies
- Spatial Organizers
- Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)
- Computer-Assisted Instruction
- Peer Mediation
- Differentiated Assessments
- Extended time
- Graphic organizers
- Small group work (Heterogeneous groupings)
- Video and audio assistance (readings)

**ELL:**
- Use visuals/graphic organizer that reinforce spoken or written words.
- Employ gestures for added emphasis
- Read Aloud
- Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax
- Partner Work
- Stress high-frequency vocabulary words
- Use fewer idioms and clarify the meaning of words or phrases in context.
- Dictionaries available
- Thesaurus available
- Small group work (Heterogeneous groupings)
- Video and audio assistance (readings)

**HIGH PERFORMANCE:**
- Accelerate Pacing – allow more time for student investigations and in-depth work
- Eliminate-repetition
- Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work
- Research assignments
- Independent reading assignments
- Flexibility with creative assignments
- Small Group work/Discussion
- Socratic Seminar