

## UNIT ONE: THE SEARCH FOR IDENTITY

Composition	Selection(s)	Reading/ Literary Study	Composition/ Inquiry/ Research Skill(s)	Speaking, Listening, Viewing, & Representing	Grammar: purposeful use of language	Resources
Journal Writing (on-going) <b>TEKS 1A-C</b>		Critical Thinking and Close Reading			Vocabulary and skills (on-going) as applied to various texts <b>TEKS 6A-G</b>	
Character Sketch (descriptive writing) (found in this guide) <b>TEKS 1A-C, 2A-E, 3A-D</b>	<i>Choose from these major works:</i> <u>Rebecca, A Separate Peace,</u> <u>Silas Marner</u> or <u>Cyrano deBergerac</u> <b>TEKS 8A-D</b>	Introduce basic Pre-AP structure of analytical thinking.  Archetype: character/setting  Methods of Characterization  Antagonist/ Protagonist, Dynamic/Static Epiphany Flat/Round Foil Motivation Stock <b>TEKS 11F</b>	Review the Writing Process. <b>TEKS 2A-E</b>  Embed quotations using MLA format and documentation. <b>TEKS 1C, 2B</b>	Use Pre-AP Analytical thinking diagram (found in this guide) <b>TEKS 7D</b>  Media Analysis: Unit 2: Character (located in Media Literacy in Texas guide) <b>TEKS 19A-C, 20A- D,F, 21A-E</b>  Web-based lessons available. (NEISD Secondary Language Arts Web Page)	Review: Capitalization and Punctuation Rules <b>TEKS 3A</b>  Usage problems: agreement, subjective/ objective pronouns <b>TEKS 3A, 3B</b>	<i>MLA Handbook</i>  <i>LOL: Literary Analysis Booklet C2</i>  <i>WC:Units 20, 21, 16 &amp; 17</i>  <i>WC: Grammar Practice Book</i>
Compare/Contrast Essay (expository) (found in this guide) <b>TEKS 1A-C, 2A-E, 3A-D</b>	<i>See above</i>	Dialogue Symbolism Motif <b>TEKS 11F</b>	<i>See above</i>  Using appropriate transitional devices. <b>TEKS 1C</b>	Use Venn diagram as a graphic organizer. <i>LOL Reading &amp; Critical Thinking Booklet C50.</i> <b>TEKS 7D</b>	Analyze syntax in all its forms and connect to meaning. Model different constructions, i.e., Juxtaposition,	<i>MLA Handbook</i>  <i>WC:Unit 8</i>  <i>WC: Grammar</i>

				View <i>Dead Poets Society</i> to use with <u>A Separate Peace</u> View <i>A Simple Twist of Fate</i> to use with <u>Silas Marner</u> View <i>Roxanne</i> to use with <u>Cyrano deBergerac</u> <b>TEKS 19A, B, 20B, C, 21A-C</b>	Ellipsis, and Parallelism <b>TEKS 3B, 3C, 5A</b>	<i>Practice Book</i>
Identity Project to include personal narrative, original poem, personal symbol, etc. (found in this guide) <b>TEKS 1A-C, 2A-E, 3A-D</b>			Using figurative language: imagery, simile/metaphor, etc <b>TEKS 11D, F</b>	Personal identity projects should be presented to the class. <b>TEKS 14A-B, 15A-C, 16A-D</b>		
Reflective Writing: Write about a specific influence that has affected who you are today. <b>TEKS 1A-C, 9B</b>		Identify/analyze catalysts for change <b>TEKS 4G, IIA, F</b>	Using imagery, metaphor/simile <b>TEKS 11D, F</b>			
Begin literary analysis of passages <b>TEKS 1A-C, 2A-E, 3A-D</b>  Two 20-minute timed writings <b>TEKS 1A-C, 2A-E, 3A-D</b>	<i>Choose from these or other Fiction and Nonfiction works:</i> "One Thousand Dollars," <i>LOL</i> p.386 "Initiation," <i>LOL</i> p.397 "Getting a Job," <i>LOL</i>	Determine Author's Purpose Style Setting Tone Theme Point of View <b>TEKS IIA, F</b>	Structural Elements: Introduction (thesis), Body (incorporation of quotes, use of commentary and evidence), Conclusion <b>TEKS 2A-E</b>			<i>MLA Handbook</i>  <i>LOL: Unit 3 Resource book</i>

	<p>p.411 "The Opportunity,"  <i>LOL</i> p.420 "The Study of History," <i>LOL</i> p.468  "Everyday Use," <i>LOL</i> p.503  <b>TEKS 7A, 8A-D,</b></p>				
<p>Begin literary analysis of poems (found in this guide)  <b>TEKS 1A-C, 2A-E, 3A-D</b></p>	<p><i>Choose from these or other Poems:</i>  "Exile," <i>LOL</i> p.433  "Lost Sister," <i>LOL</i> p.439  "Fifth Grade Autobiography," <i>LOL</i> p.462  "Remembered," <i>LOL</i> p.462  "Afro-American Fragment," <i>LOL</i> p.495  "Women," <i>LOL</i> p.516  <b>TEKS 7A-D, F, G, 11A, F</b></p>	<p>Determine Point of View  Style  Imagery  Symbolism (both cultural and literary)  <b>TEKS IIA, F</b></p>	<p>Choosing details to relate author's style, form, tone  <b>TEKS 1B, 2C, 4G</b></p>		<p><i>MLA Handbook</i>   <i>LOL: Unit 3 Resource book</i>   <i>LOL Literary Analysis Booklet C7, C21</i></p>
<p>Photo Poem:  Student writes poem about people and events in personal photo(found in this guide)  <b>TEKS 19B, 1A-B</b></p>		<p>Poetic devices  <b>TEKS 11D, F</b></p>		<p>Student provides photo that captures memorable event in childhood.  (found in this guide)  <b>TEKS 19B</b></p>	

## UNIT TWO: CHOICES AND CONSEQUENCES

Composition	Selection(s)	Reading/ Literary Study	Composition/ Inquiry/ Research Skill(s)	Speaking, Listening, Viewing, & Representing	Grammar: purposeful use of language	Resources
Journal Writing (on-going) <b>TEKS 1A-C</b>		Critical Thinking and Close Reading			Vocabulary and skills (on-going) as applied to various texts <b>TEKS 6A-G</b>	
Analytical response in essay form to open-ended prompt  Timed writing <b>TEKS 1A-C</b>	<i>Choose from these major works: <u>Macbeth</u> or <u>Julius Caesar</u> <b>TEKS 6A-B, 7A-C, 7G, 8A, 8C-D, 9A- B</b></i>	Drama: Aristotle's Rules for Tragedy – catharsis, dramatic unities, hamartia (character weakness), hubris, recognition, reversal. <b>TEKS 11A, D, F</b>	Analysis of a text <b>TEKS 4G, 11A,C, F 12A</b>	Web-based lessons available. (NEISD Secondary Language Arts Web Page)	Phrases: Appositive, Prepositional, and Absolute <b>TEKS 3A, 3B</b>	<i>MLA Handbook  LOL: Unit 4 Resource book  WC: Unit 12  WC: Grammar Practice Book</i>
Persuasive letter <b>TEKS 1A-C</b>  Analyze passages and write about the influences that lead the characters to act/react as they do? <b>TEKS 1A-C, 12A-C</b>	<i>Choose from these fiction and nonfiction works: <u>The Pit and the Pendulum</u> LOL p. 559 <u>Night</u> LOL p. 593 <u>Nobel Prize</u></i>	Propaganda techniques <b>TEKS 11A, D, F</b>	Analysis of various advertisements, essays, speeches, etc. for uses of propaganda. <b>TEKS 12A-C</b>	Create a dramatic scene that incorporates the language of both political and commercial propaganda. <b>TEKS 14A-B, 15A- C, 16A-D</b>		

	<p><i>Acceptance Speech LOL p. 599 From Farewell to Manzanar LOL p. 602</i></p>					
<p>Multi-paragraph research paper <b>TEKS 2A, 4A-G</b></p>		<p>Evaluation of Sources Ethics of Research Use of the Internet Use of print sources <b>TEKS 4B, 4G, 20A</b></p>	<p>Research-based note taking and documentation, Outlining, and Works Cited format <b>TEKS 4A, 4B, 4E, 4G, 4F</b></p>	<p>Research findings may be presented to the class in a PowerPoint or Web page format <b>TEKS 4D, 17A,F, 21A</b></p>		<p><i>MLA Handbook</i></p> <p><i>WC: Research Paper and Report Writing</i></p> <p><i>WC: Guide to Using the Internet and other Electronic Sources</i></p>

### UNIT THREE: TURNING POINTS

Composition	Selection(s)	Reading/ Literary Study	Composition/ Inquiry/ Research Skill(s)	Speaking, Listening, Viewing, & Representing	Grammar: purposeful use of language	Resources
Journal Writing (on-going) <b>TEKS 1A-C</b>		Critical Thinking and Close Reading			Vocabulary and skills (on-going) as applied to various texts <b>TEKS 6A-G</b>	
Analytical response in essay form to open-ended prompt <b>TEKS 1A-C, 2A-E, 3A-D</b>  Timed writing <b>TEKS 1A-C</b>	<i>Choose from these major works: <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u>, <u>Silas Marner</u>, <u>Hiroshima</u>, "Twelve Angry Men" <b>TEKS 8A-D</b></i>	Identify theme  Recognize stylistic devices <b>TEKS 11A, F</b> Recognize irony and how it is created <b>TEKS 4G, 11A, F</b>	Clearly connect evidence, facts, and quotations to explanations <b>TEKS 1C, 2B</b> Incorporate sophisticated punctuation and syntax strategies into writing <b>TEKS 3B, 3C, 5A</b>	Use video clips to introduce students to pertinent time periods. Analyze and respond to a given prompt. <b>TEKS 19A, B, 20B, C, 21A-C</b>	Phrases: Participial, Gerund, and Infinitive <b>TEKS 3B, 3C, 5A</b> Analyze syntax in all its forms <b>TEKS 4G, 5A</b> Understand how grammatical choices affect the meaning of a work <b>TEKS 4G,5A</b>	<i>MLA Handbook</i>  <i>LOL: Literary Analysis Booklet</i>  <i>WC: Unit 12,8, &amp; 18</i>  <i>WC: Grammar Practice Book</i>
Summarize and paraphrase researched information in report format (found in this guide) <b>TEKS 4A-C</b>  Compare/contrast Essay (found in this guide) <b>TEKS 1A-C, 2A-E, 3A-D</b>	<i>Choose from these or other Fiction and Nonfiction works: "A Chip of Glass Ruby," LOL p.964</i>  <i>"And of Clay Are We Created," LOL p.983</i>	Mood and Tone <b>TEKS 11F</b>  Author's style, voice, diction, and purpose <b>TEKS 11A, F</b>	Research the Fight Against Apartheid to use with "A Chip of Glass Ruby" <b>TEKS 4A, 4B, 4E, 4G, 4F</b>  Compare factual and fictional versions using news article "Girl Trapped in	Use Internet for research <b>TEKS 4B, 4C</b>  Use Venn Diagram <b>TEKS 7D,E</b>	Use parallel structures <b>TEKS 3B, 5A</b>  Use compound- complex sentences <b>TEKS 3B, 3C, 5A</b>	<i>MLA Handbook</i>  <i>LOL: Unit 6 Resource book</i>  <i>LOL: Literary Analysis Booklet</i>  <i>WC: Unit 13</i>

<p>Reflective Writing (found in this guide) <b>TEKS 1A-C</b></p>	<p>“Man in the Water,” <i>LOL</i> p.977</p> <p>“The Leap,” <i>LOL</i> p.1001 <b>TEKS 7A-I</b></p>	<p>Author’s style <b>TEKS 11A, F</b></p>	<p>Water for 55 Hours Dies” with “And of Clay Are We Created” <b>TEKS 4A,B,G</b></p> <p>Choose three paragraphs to use as a springboard to write your own reflections <b>TEKS 1A-C, 2B</b></p>		<p>Begin each reflective paragraph with a different verbal phrase. <b>TEKS 3B, 3C, 5A</b></p>	<p><i>WC: Unit 12</i></p>
<p>Literary analysis of poems (found in this guide) <b>TEKS 1A-C, 2A-E, 3A-D</b></p>	<p><i>Choose from these or other Poems:</i> “Tonight I Can Write,” <i>LOL</i> p.351 “The Taxi,” <i>LOL</i> p.346 “Do not weep, maiden, for war is kind,” <i>LOL</i> p.578 “Pride,” <i>LOL</i> p.843 “Tell all the Truth but tell it slant,” <i>LOL</i> p.852 <b>TEKS 7A-D, F, G, 11A, F</b></p>	<p>Determine Point of View Style Imagery Symbolism (both cultural and literary) <b>TEKS 11A, D, F</b></p>	<p>Choosing details to relate author’s style, form, tone <b>TEKS 1A-C, 2B, 11A,D, F</b></p>			<p><i>MLA Handbook</i></p> <p><i>LOL: Unit 2,4,5</i> <i>Resource books</i></p> <p><i>LOL: Literary Analysis Booklet</i></p>

## UNIT FOUR: LEGACIES FOR THE FUTURE

Composition	Selection(s)	Reading/ Literary Study	Composition/ Inquiry/ Research Skill(s)	Speaking, Listening, Viewing, & Representing	Grammar: purposeful use of language	Resources
Journal Writing (on-going) <b>TEKS 1A-C</b>		Critical Thinking and Close Reading			Vocabulary and skills (on-going) as applied to various texts <b>TEKS 6A-G</b>	
Analytical essay describing the author's use of the elements of science fiction. (found in this guide) <b>TEKS 1A-C, 2A-E, 3A-D</b>	<i>Choose from these major works: <u>Animal Farm</u>, <u>Anthem</u>, <u>Fahrenheit 451</u>, <u>The Martian Chronicles</u>. <b>TEKS 8A-D</b></i>	Elements of Science Fiction: imaginary voyages, future predictions, social satire, and scientific inventions <b>TEKS 11F</b>	Identify and analyze concerns of science fiction: mans role in technocratic society, social roles today and tomorrow, prophecies and warnings of the world to come, utopias and dystopias <b>TEKS 4G, 11A, F</b>	View film clips from Blade Runner to use as a basis for analyzing utopias vs. dystopias. (lesson provided in this guide) <b>TEKS 19A, B, 20B, C, 21A-C</b>  Web lessons available. (NEISD Secondary Language Arts Web Page)	Sentence structure: simple, compound, complex, compound- complex, loose/cumulative, periodic, antithetical, balanced <b>TEKS 3B, 3C</b>	<i>MLA Handbook</i>  <i>LOL: Unit 1</i>  <i>LOL: Literary Analysis Booklet</i>
Summarize excerpts, focusing on what utopia is and using appropriate quotations. (found in this guide) <b>TEKS 1A-C, 4F</b>	<i>Choose three or more of the following excerpts about utopias: Plato, <i>The Republic</i> (427-347 B.C.) Sir Thomas More, <i>Utopia</i> (1516) Sir Francis Bacon, <i>The New Atlantis</i> (1627)</i>	Utopia vs. dystopia <b>TEKS 11A, F</b>	Research utopias and dystopias. <b>TEKS 4B,C,F,G</b>	Present orally the features of one of the experimental utopias; make sure to have a visual element to illustrate the important features of the utopia. <b>TEKS 4C,D 16D,E</b>		

<p>Summarize excerpts, focusing on what dystopia is, and using appropriate quotations. <b>TEKS 1A-C, 4F</b></p>	<p>Thomas Campanella, <i>City of the Sun</i> (1637) Edward Bellamy, <i>Looking Backward</i> (1887) Theodore Hertzka, <i>Freeland: A Social Anticipation</i> (1891) William Morris, <i>News from Nowhere</i> (1892) Samuel Butler, <i>Erewhon, or Over the Range</i> (1872) B.F. Skinner, <i>Walden II</i> (1948) Joseph Krutch, <i>Ignoble Utopias</i> (1954) <b>TEKS 7A-I, 8C</b></p>					
<p>Literary analysis of passages <b>TEKS 1A-C, 2A-E, 3A-D</b></p>	<p><i>Choose from these or other Fiction and Nonfiction works:</i> "Harrison Bergeron," <i>LOL</i> p.20 "Searching for Summer," <i>LOL</i> p.30 "By the Waters of Babylon," <i>LOL</i> p.42 "The Sound of Thunder," <i>LOL</i> p.71 "There Will Come Soft Rains," <i>LOL</i> p.86 "The Pedestrian," <i>LOL</i> p.95 "Dial Versus</p>	<p>Determine Author's Purpose Style Setting Tone Theme Point of View <b>TEKS 4G, IIA, F</b></p>	<p>Identify and analyze concerns of science fiction. Demonstrate effectiveness of author's style, tone, point-of-view, etc. <b>TEKS 4G, 11A, F</b></p>		<p>Analysis of text: meaning and effect related to parts of speech; related to phrases, clauses, and syntax; rhetorical analysis focused on grammar <b>TEKS 3B, 3C, 4G</b></p>	<p><i>MLA Handbook</i> <i>LOL: Unit 1 Resource book</i></p>

	Digital," <i>LOL</i> p.107 "Once More to the Lake," <i>LOL</i> p.112 "Montgomery Boycott," <i>LOL</i> p.124 <b>TEKS 7A-I</b>					
Literary analysis of poems <b>TEKS 1A-C, 2A-E, 3A-D</b>	<i>Choose from these or other poems:</i> "The Sun," <i>LOL</i> p.38 "There Will Come Soft Rains," <i>LOL</i> p.52 "Sit-Ins," <i>LOL</i> p.132 <b>TEKS 7A-D, F, G, 11A, F</b>	Determine Point of View Style Imagery Symbolism (both cultural and literary) <b>TEKS 11A, D, F</b>	Choosing details to relate author's style, form, tone <b>TEKS 1A-C, 2B, 11A,D, F</b>			MLA Handbook LOL: Unit 1 Resource book <i>LOL: Literary Analysis Booklet</i>