<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
</table>
| Dealing with Difficulty| Literary Analysis: Figurative Language and Imagery | Skills Lesson: Figurative Language and Imagery | Recognize and understand the significance of various literary devices, including figurative language and imagery  
Analyze how an author's choice of language impacts mood and theme  
Poetry: "The Lake of the Dismal Swamp" by Thomas Moore  
Identify and evaluate a poet's use of rhythm and rhyme  
Analyze the use of imagery in a literary work  
Evaluate how language evokes a sense of time and place and establishes setting  
Analyze common elements of traditional poetic forms, including the ballad (rhyme pattern, slant rhyme, alliteration, assonance, consonance, speaker, and situation)  
Poetry: Poems by Sylvia Plath and Adelaide Crapsey  
Analyze the use of figurative and literal language in poetry  
Compare common elements of traditional poetic forms, including blank verse and free verse  
Examine poetic techniques such as end-stopped lines and enjambment, and sound devices such as alliteration and assonance  
Analyze the impact of word choice on mood  
Compare and contrast the presentation of a similar theme within the same genre  
Vocabulary: Denotations and Connotations  
Distinguish between the denotative and connotative meanings of words  
Analyze and evaluate the use of words and phrases in a text  
Short Story: "The Bet" by Anton P. Chekhov  
Analyze how an author uses language choice to develop theme in a literary work  
Analyze conflict in literature and how character motivations and behaviors impact the outcome of the story  
Identify how an author's background and beliefs influence a work of literature  |
| Literary Analysis: Structure | Skills Lesson: Structure | Examine how an author reveals purpose through choice of genre  
Analyze how an author develops a work, including the choice of details and the organization of ideas  
Short Story: "The Colomber" by Dino Buzzati  
Examine how setting impacts the theme of a literary work  
Identify and analyze primary conflict in the text  
Identify key details that contribute to the irony in a work |
<table>
<thead>
<tr>
<th>Lesson Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the relationship between genre and purpose</td>
</tr>
<tr>
<td>Examine how an author develops a work, including the use of facts and opinions</td>
</tr>
<tr>
<td>Distinguish between key ideas and supporting details</td>
</tr>
<tr>
<td>Determine central ideas or themes of a text</td>
</tr>
<tr>
<td>Listen responsively to a speaker by taking notes that summarize the speaker's ideas for critical reflection</td>
</tr>
<tr>
<td>Identify characteristics of the psychological-suspense genre; analyze the relationship between genre and purpose</td>
</tr>
<tr>
<td>Examine narrative point of view and its impact on the reader</td>
</tr>
<tr>
<td>Analyze isolated scenes and their contributions to the development of the plot as a whole</td>
</tr>
<tr>
<td>Analyze the relationship between genre and purpose</td>
</tr>
<tr>
<td>Compare and contrast the presentation of a similar topic in a text</td>
</tr>
<tr>
<td>Evaluate an author's argument, focusing on organization and details</td>
</tr>
<tr>
<td>Recognize the conventions of visual and multimedia presentations and how they carry or influence messages</td>
</tr>
<tr>
<td>Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness</td>
</tr>
<tr>
<td>Recognize and analyze how words, visual and sound techniques, and graphics influence and convey messages in various media</td>
</tr>
<tr>
<td>Analyze and evaluate business letters for their structure and effectiveness</td>
</tr>
<tr>
<td>Write business letters that provide clear and purposeful information, address the intended audience appropriately (background knowledge, appropriate vocabulary, tone, and style), and follow a conventional style (page formats, fonts, and spacing)</td>
</tr>
<tr>
<td>Identify and apply the rules of subject-verb agreement</td>
</tr>
<tr>
<td>Differentiate between both singular and plural subjects and verbs</td>
</tr>
<tr>
<td>Evaluate sentences for subject-verb agreement; revise sentences when necessary</td>
</tr>
<tr>
<td>Define and recognize different verb tenses</td>
</tr>
<tr>
<td>Observe and demonstrate the appropriate sequencing of verb tenses</td>
</tr>
<tr>
<td>Evaluate sentences for appropriate and consistent verb tense; revise as necessary</td>
</tr>
</tbody>
</table>
### Writing: Descriptive Essay: Favorite Villain

- Compose an essay that describes a villainous character in contrast to a heroic figure
- Use precise words and phrases, revealing details, and sensory language to convey a vivid picture of a villainous character
- Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout your essay
- Using the Six Traits, evaluate and revise your essay with particular attention to ideas and content, voice, and word choice

### Searching for Peace

#### Literary Analysis: Universal Theme

**Skills Lesson: Theme**
- Determine the central ideas or themes of a text and analyze their development
- Evaluate how word choice advances an author's theme

**Novel: From *A Tree Grows in Brooklyn* by Betty Smith**
- Make inferences and draw conclusions about the author's purpose in cultural and historical contexts and provide evidence from the text to support your analysis
- Examine how language evokes a sense of time and place
- Identify and analyze the universal theme in fiction
- Narrate a sequence of events and communicate its significance to the audience

**Vocabulary: Context Clues**
- Use context clues to determine the meaning of a word
- Examine how word context impacts a text

**Poetry: "Tattoo" by Gregg Shapiro**
- Analyze how the free-verse structure reveals the author's message
- Analyze the way in which a poem is related to the themes and issues of a historical time period
- Identify and evaluate symbolism, imagery, and figurative language as it relates to meaning and theme

**Short Story: "Rules of the Game" by Amy Tan**
- Compare and contrast character motivations as they relate to plot
- Identify and analyze primary conflict in a text
- Infer theme based on characters' actions
## Literary Analysis: Perspective and Narration

**Skills Lesson: Perspective and Narration**
- Explain how voice and the choice of a narrator, persona, or speaker affect characterization and the tone, plot, and credibility of a text.
- Evaluate the credibility of literature based on voice and the choice of a narrator, speaker, or persona.

**Short Story: "Civil Peace" by Chinua Achebe**
- Analyze the point of view, cultural experience, and significance of world literature.
- Analyze how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities.
- Evaluate how the tensions among characters, communities, themes, and issues in literature reflect human experience.
- Use textual evidence to support analysis of explicit details and details that have been inferred by the reader.

**Lyrics and Poetry: The Birmingham Church Bombing**
- Analyze the structure, or prosody, in poetry.
- Analyze ways in which writers use figurative language and sensory imagery to evoke emotion and create meaning.
- Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme.

**Wartime Diaries: Anne Frank and Zlata Filipović**
- Identify and compare basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
- Analyze the way in which the text is related to the themes and issues of its historical period.
- Analyze and evaluate the portrayal of various groups, societies, and cultures in literary nonfiction.

**Informational: Japanese Internment in America**
- Determine central ideas or themes of a text.
- Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration.

## Media Literacy, 21st-Century Skills, Grammar, and Writing

**Media Literacy: Historical, Economic, and Political Contexts of Media**
- Understand how media are produced within a social and historical context.
- Compare and contrast the ways in which media genres cover the same event.
- Analyze how individual perception or bias in coverage of the same event influences the audience.
- Examine the political and economic impact of the media.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
</table>
|      | **21st-Century Skills: Career and College Applications** |        | - Read and evaluate functional career-related documents for clarity, tone, and style appropriate for purpose and audience  
- Analyze the structure and format of functional career-related documents  

**Grammar: The Appositive and Appositive Phrase**  
- Define and recognize appositive and appositive phrases  
- Distinguish between essential and nonessential appositive phrases; punctuate accordingly  
- Use appositive and appositive phrases to clarify meaning and add details and variety to sentences  

**Grammar: Subordinate Clauses**  
- Differentiate between independent and subordinate clauses as well as adjective, adverb, and noun clauses  
- Analyze subordinate clauses to determine if they are essential or nonessential  
- Use subordinate clauses to add clarity and details (essential and nonessential) to your writing  

**Writing: Persuasive Essay: Our Changing Society**  
- Compose a persuasive essay that clarifies and defends an expressed opinion with precise and relevant evidence  
- Anticipate and address readers’ concerns, opposing viewpoints, or counterarguments  
- Identify and use language appropriate for audience and purpose  
- Using the Six Traits, evaluate and revise your essay with particular attention to ideas and content, organization, and voice  

<table>
<thead>
<tr>
<th></th>
<th><strong>The Search for Cultural Identity</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Literary Analysis: Conflict and Character Analysis</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|      | **Skills Lesson: Conflict, Moral Dilemma, and Character Analysis** |        | - Identify conflict across genres  
- Analyze characterization over the course of a text  
- Identify moral dilemmas in various genres  
- Teach a lesson to peers using specific strategies to improve the effectiveness of spoken instructions  

**Short Story: "Two Kinds" by Amy Tan**  
- Identify and analyze literary characterization, motives and causes for action, and dilemmas that characters encounter  
- Determine characters' traits by analyzing direct and indirect characterization  
- Analyze how the tensions among characters, cultures, themes, and issues in literature reflect human experience  

**Vocabulary: Precise Words**  
- Use language carefully and precisely in a variety of contexts  
- Examine how word choice impacts a text  

© Edgenuity, Inc.  
Confidential  
Page 5 of 18
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
</table>
|      | **Poetry: "Exile" by Julia Alvarez** | | Analyze the essential elements of plot and identify the effects of foreshadowing  
Recognize and evaluate the significance of various literary devices, including metaphor, imagery, and symbolism, and its relationship to theme  
Analyze isolated scenes and images and their contribution to the success of the plot as a whole  
Compare and contrast texts that express a universal theme or connection |
|      | **Nonfiction: "Diary 24" and "Diary 33" from The Freedom Writers Diary** | | Evaluate the role of syntax and diction in and the effect of voice, tone, and imagery on literary nonfiction  
Determine the author's perspective and purpose in a nonfiction text  
Analyze moral dilemmas in nonfiction  
Evaluate texts in a written response by determining its value to oneself |
|      | **Literary Analysis: Interpretation** | **Skills Lesson: Theories of Literary Interpretation** | Examine differing and diverse interpretations of literary and expository works and explain how and why interpretations may vary from reader to reader  
Draw on a variety of critical perspectives to respond to and analyze works of literature |
|      | **Novel: The Absolutely True Diary of a Part-Time Indian by S. Alexie** | | Analyze how voice and the choice of narrator affect characterization and the credibility of a text  
Determine characters' traits by analyzing characterization  
Recognize hyperbole and analyze its effect on narration  
Make inferences and draw conclusions about the author's purpose in contemporary contexts; provide evidence from the text to support your analysis |
|      | **Poetry: Poems by Gwendolyn Brooks and Emily Dickinson** | | Evaluate and analyze the appropriateness of diction and imagery  
Analyze ways in which writers use rhyme, rhythm, and enjambment to evoke emotion and create meaning  
Compare and contrast the relationships between individual works, authors, and movements in literature and consider the historical, cultural, and societal context in which they were produced |
|      | **Memoir: A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah** | | Make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support the analysis  
Explore details in setting and how it supports characterization and plot  
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which points are made |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
</table>
|      | **Short Story: "Marriage Is a Private Affair" by Chinua Achebe** | | Analyze moral, cultural, and generational dilemmas in literature  
Analyze gender roles among cultures through literature  
Analyze how tensions among characters, communities, themes, and issues reflect the human experience |

**Media Literacy, 21st-Century Skills, Grammar, and Writing**

**Media Literacy: Bias in Media**
Identify types of media biases (e.g., distorted representations of society, gender roles, stereotypes)  
Recognize how perceptions of fact and opinion are affected by the use of language

**21st-Century Skills: Resumés and Cover Letters**
Evaluate and use changes in formality and tone within the same medium for specific audiences and purposes  
Analyze the structure and format of functional career-related documents  
Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level

**Grammar: The Comma**
Demonstrate proper use of the comma to separate grammatical elements and clarify meaning for the reader  
Evaluate sentences for comma usage errors; correct as necessary

**Grammar: Verb Mood and Voice**
Differentiate between indicative, imperative, and subjunctive mood; correctly form and use each in writing  
Differentiate between active and passive voice; correctly form and use each in writing  
Revise sentences by changing verbs from passive to active voice

**Writing: Definition Essay: What Is an American?**
Compose an expository essay that demonstrates a thorough, balanced definition of a concept from your point of view; use purposeful details, examples, quotations, allusions, and figurative language  
Organize your essay to logically incorporate varied forms of definitions that clarify meaning for the audience  
Using the Six Traits, evaluate and revise your essay with particular attention to ideas and content, organization, and voice

**Novel Study: Gulliver’s Travels by Jonathan Swift**

**Gulliver’s Travels by Jonathan Swift**

**Skills Lesson: Analyzing Challenging Texts: Jonathan Swift and the Travel Narrative**
Describe the travel narrative genre; explain how genre suits an author's purpose  
Explain the concepts of culture and culture clash  
Define satire; explain the key elements an author uses to create satire  
Develop strategies for approaching a challenging text
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Gulliver's Travels: The Letters and Lilliput (Letters; Part I, Ch. 1-4)</strong>&lt;br&gt;Determine the significance of setting and narrator to a literary work&lt;br&gt;Examine how an author uses description to develop a literary work&lt;br&gt;Develop strategies for examining text features to aid in comprehension&lt;br&gt;Analyze narrative elements in a literary work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Gulliver's Travels: Lilliput (Part I, Ch. 5-8)</strong>&lt;br&gt;Identify the protagonist and the antagonist of a conflict in a literary work&lt;br&gt;Determine the significance of symbolism in a literary work&lt;br&gt;Analyze the portrayal of culture groups in a literary work&lt;br&gt;Analyze narrative elements in a literary work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Gulliver's Travels: Brobdingnag (Part II, Ch. 1-4)</strong>&lt;br&gt;Analyze the purpose of a character vs. character conflict in a literary work&lt;br&gt;Examine how an author uses description to develop a literary work&lt;br&gt;Develop strategies for reading actively to aid in comprehension&lt;br&gt;Analyze narrative elements in a literary work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Gulliver's Travels: Brobdingnag (Part II, Ch. 5-8)</strong>&lt;br&gt;Analyze the purpose of a character vs. nature conflict in a literary work&lt;br&gt;Examine how an author uses format to develop a literary work&lt;br&gt;Analyze the portrayal of culture groups in a literary work&lt;br&gt;Analyze narrative elements in a literary work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Gulliver's Travels: Laputa and Balnibarbi (Part III, Ch. 1-6)</strong>&lt;br&gt;Analyze the purpose of a character vs. society conflict in a literary work&lt;br&gt;Examine how an author uses description and diction to develop a literary work&lt;br&gt;Develop strategies for expanding vocabulary to aid in comprehension&lt;br&gt;Analyze narrative elements in a literary work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Gulliver's Travels: Luggnagg, Glubbdubdrib, and Japan (Part III, Ch. 7-11)</strong>&lt;br&gt;Analyze the purpose of a character vs. self conflict in a literary work&lt;br&gt;Determine the significance of irony and allusion to a literary work&lt;br&gt;Analyze the portrayal of culture groups in a literary work&lt;br&gt;Analyze narrative elements in a literary work</td>
</tr>
</tbody>
</table>

**Gulliver's Travels by Jonathan Swift**

**Vocabulary: Using Resources**
Explain the role of print and electronic resources in determining word meanings and pronunciations<br>Develop strategies for finding information about unfamiliar words or concepts

**Gulliver's Travels: Laputa and Balnibarbi (Part III, Ch. 1-6)**
Analyze the purpose of a character vs. society conflict in a literary work<br>Examine how an author uses description and diction to develop a literary work<br>Develop strategies for expanding vocabulary to aid in comprehension<br>Analyze narrative elements in a literary work

**Gulliver's Travels: Luggnagg, Glubbdubdrib, and Japan (Part III, Ch. 7-11)**
Analyze the purpose of a character vs. self conflict in a literary work<br>Determine the significance of irony and allusion to a literary work<br>Analyze the portrayal of culture groups in a literary work<br>Analyze narrative elements in a literary work

© Edgenuity, Inc.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
</table>
|      |       | Gulliver's Travels: Houyhnhnm Land (Part IV, Ch. 1-6) | Adapt a literary work to enhance its narrative elements  
Examine how an author uses satire to present social and political issues in a literary work  
Examine how an author uses format to develop a literary work  
Deliver a narrative presentation that incorporates the stylistic element of description |
|      |       | Gulliver's Travels: Houyhnhnm Land (Part IV, Ch. 7-12) | Adapt a literary work to enhance its narrative elements  
Examine how an author uses satire to present social and political issues in a literary work  
Examine how an author uses format and diction to develop a literary work  
Deliver a narrative presentation that incorporates the stylistic element of diction |
|      | Media Literacy, 21st-Century Skills, Grammar, and Writing | Media Literacy: Political Cartoons | Identify target audiences and persuasive elements used in political cartoons  
Analyze how words, images, and graphics work together to impact meaning  
Evaluate the argument and specific claims in a political cartoon |
|      |       | 21st-Century Skills: Interview Skills | Identify and select appropriate informational texts using advanced technologies  
Prepare and ask relevant questions and respond to questions with appropriate information  
Speak clearly and to the point, using language that conveys maturity, sensitivity, and respect  
Adapt speech and manner to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate  
Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax |
|      | Grammar: The Apostrophe and Colon | Demonstrate the proper use of a colon to introduce lists, appositives, and long quotations; punctuate letters, time, and references  
Demonstrate the proper use of an apostrophe to indicate possession, omit letters, and pluralize certain elements  
Evaluate sentences for apostrophe and colon usage errors; correct as necessary |
|      | Grammar: Personal Pronoun Usage | Differentiate between personal pronouns in the nominative, objective, and possessive cases  
Correctly use personal pronouns to add clarity and meaning to writing  
Evaluate sentences for correct personal pronoun usage; revise as necessary |
### Writing: Personal Narrative: Real Courage

- Identify and describe the elements of a personal narrative
- Write a narrative text that includes intriguing character(s), setting(s), and plot elements (exposition, rising action, climax, falling action, resolution)
- Select and implement a clear purpose, point of view, and voice for a narrative
- Using the Six Traits, develop and apply tools to evaluate and revise an essay for powerful word choice and distinctive voice

### Research and Persuasion

#### Beginning the Research Process

**Skills Lesson: Planning for Research**
- Identify and describe the initial steps of the research process, including brainstorming, selecting a topic, and composing a writing plan
- Describe the importance and process of developing, adhering to, and revising research plans
- Develop a research plan that includes a focused, manageable topic; an identified audience; and a research question

**Skills Lesson: Creating and Using Thesis Statements**
- Recognize the purpose of a thesis statement
- Identify a well-worded thesis statement
- Develop and refine a position, claim, or thesis statement

**Skills Lesson: Creating and Using Outlines**
- Identify the purpose and structure of an outline
- Create an outline of the research paper that synthesizes information from multiple sources

**Skills Lesson: Gathering and Evaluating Sources**
- Examine the process of gathering sources and the importance of evaluating those sources
- Gather and evaluate multiple print and digital sources for authority, reliability, relevance, and objectivity

#### Focusing on Evidence

**Skills Lesson: The Elements of Argument**
- Examine the structure of an argument
- Analyze the validity and soundness of an argument
- Differentiate between inductive and deductive reasoning
- Identify how to address and rebut counterclaims properly in persuasive writing
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
</table>
|      |       | Skills Lesson: Types of Evidence and Logical Fallacies | Distinguish facts from opinions  
Distinguish among different kinds of evidence used to support conclusions in arguments  
Identify common logical fallacies and explain why they do not prove the point being argued |
|      |       | Skills Lesson: Gathering Information | Identify different systems for organizing and tracking information and sources  
Differentiate between a quotation, a paraphrase, and a summary |
|      |       | Skills Lesson: Using and Citing Evidence | Accurately paraphrase, summarize, and quote researched information  
Using the MLA style, correctly and effectively integrate direct and indirect quotations and citations into text to avoid plagiarism  
Create a list of works cited using correct MLA format |
| Media Literacy, 21st-Century Skills, Grammar, and Writing |       | Media Literacy: Introduction to Plagiarism in the Media | Analyze what constitutes plagiarism and understand its consequences  
Survey the ethical and intellectual arguments against plagiarism  
Understand the social impact of plagiarism in written media |
| 21st-Century Skills: Using Technology to Research |       | Use Internet search engines to gather reputable research sources  
Gather relevant information from multiple databases and digital sources |
| Grammar: Punctuation for Citation |       | Use quotation marks, colons, ellipses, brackets, and parentheses to punctuate and cite a direct quotation correctly according to MLA guidelines |
| Grammar: Using Verbals |       | Differentiate between participial, gerund, and infinitive phrases; identify the purpose of each in writing  
Revise sentences by adding verbals to provide details and clarity to writing |
| Writing: Research Paper: An American President |       | Write a research paper with a controlling idea supported by relevant research  
Integrate carefully selected and relevant research according to MLA guidelines  
Using the Six Traits, evaluate and revise an essay with particular attention to ideas and content  
Present information, findings, and supporting evidence using digital media and effective organization and style that are appropriate to purpose, audience, and task |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Greek Literature: Edith Hamilton and Antigone by Sophocles</td>
<td>Greek Mythology</td>
<td>Skills Lesson: Greek Literature and Archetypes</td>
<td>Examine the characteristics and historical context of works composed in Greek, Roman, and Western European settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mythology: Selected Myths and Their Influence</td>
<td>Examine archetypal symbols across genres</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary: Roots and Affixes</td>
<td>Define etymology and explain how it relates to modern English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mythology: Two Great Heroes of Greek Mythology: Perseus and Atalanta</td>
<td>Explore the influence of Greek mythology and archetypes on contemporary literature and film</td>
</tr>
<tr>
<td></td>
<td>Ancient Greek Drama: Antigone by Sophocles</td>
<td>Skills Lesson: Greek Tragedy</td>
<td>Explore the origin and development of ancient Greek tragedy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Antigone by Sophocles: The Prologue</td>
<td>Characterize the protagonist by analyzing dialogue; compare and contrast with other characters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Antigone by Sophocles: The Parados</td>
<td>Use a graphic organizer to analyze causal relationships between key events and to summarize text</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Lesson</td>
<td>Lesson Objectives</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Antigone by Sophocles: Scene 1, Ode 1</strong></td>
<td></td>
<td>Characterize the antagonist by analyzing dialogue and making predictions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify the use of dramatic irony; evaluate its impact on the audience and how it reveals theme</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</td>
</tr>
<tr>
<td></td>
<td><strong>Antigone by Sophocles: Scene 2, Ode 2</strong></td>
<td></td>
<td>Evaluate plot structure and its impact on the audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Construct a graphic organizer to infer theme through conflict and predicted outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze how character is revealed through figurative language; evaluate impact on tone and mood</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture</td>
</tr>
<tr>
<td></td>
<td><strong>Antigone by Sophocles: Scene 3, Ode 3</strong></td>
<td></td>
<td>Use relevant evidence to identify and make predictions about tragic characters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluate the impact of persuasive techniques on the audience; create a graphic organizer to compare and contrast arguments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture</td>
</tr>
<tr>
<td></td>
<td><strong>Antigone by Sophocles: Scene 4, Ode 4</strong></td>
<td></td>
<td>Organize plot events using a graphic organizer; compare to Aristotle's explanation of plot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Examine the use of allusions in the text and its impact on the audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture</td>
</tr>
<tr>
<td></td>
<td><strong>Antigone by Sophocles: Scene 5, Paean</strong></td>
<td></td>
<td>Classify characters as dynamic or static and archetypal or stock</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluate how characters impact plot, theme, and the audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Lesson</td>
<td>Lesson Objectives</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Antigone</strong> by Sophocles: The Exodos</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze causal relationships among key plot events by using a graphic organizer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze the revelation of theme through resolution of conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluate key tragic elements and their impact on plot, theme, and audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make inferences about the Ancient Greek culture through examination of textual evidence; compare and contrast to modern culture</td>
</tr>
</tbody>
</table>

**Grammar and Writing**

**Grammar: Coordination and Parallelism**

Use coordinating conjunctions and conjunctive adverbs to relate equally important ideas in writing
Use coordinating conjunctions and correlative conjunctions to create parallelism in writing
Evaluate sentences for coordination and parallelism; revise as necessary

**Writing: Literary Analysis Essay: Theme**

Compose a literary analysis essay that analyzes the theme of a literary work
Use relevant textual evidence to support a thesis statement; integrate quotations according to MLA guidelines
Using the Six Traits, evaluate and revise an essay with particular attention to ideas, content, and conventions

**Elizabethan Drama: The Tragedy of Julius Caesar by William Shakespeare**

**The Tragedy of Julius Caesar by William Shakespeare**

**Skills Lesson: Ancient Rome and The Tragedy of Julius Caesar**

Review prior knowledge of ancient Roman history
Identify a play's intended audience (given the play's social, political, or historical context) and identify elements of the dramatic production designed to reach the intended audience
Analyze how an author draws on and transforms source material in a specific work and determine the impact the dramatic literary form (i.e., genre) has on an audience's understanding of the event

**Skills Lesson: Tragedy, Drama, and Shakespeare**

Identify the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) and explain how they give meaning to the text
Identify blank verse and prose and distinguish their uses in *The Tragedy of Julius Caesar*

**Vocabulary: Acquiring New Words**

Use a variety of techniques to acquire a range of words
Determine, clarify, and illustrate the meaning of unfamiliar words
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Tragedy of Julius Caesar by William Shakespeare: Act 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recognize how conflict and foreshadowing impact and reveal plot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Examine the way puns expose basic beliefs and perspectives in Shakespeare's play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use paraphrasing and summarizing to understand Shakespearean verse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze the way Shakespeare uses sensory images and symbolism to evoke emotion and create meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Tragedy of Julius Caesar by William Shakespeare: Act 2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Examine character motivation and behavior as revealed by moral dilemmas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze how and why individuals, events, and ideas develop and interact over the course of a text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interpret and evaluate William Shakespeare's use of irony and figurative language (simile, metaphor, apostrophe, personification, flashback, and foreshadowing) and explain how they impact meaning in his work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Tragedy of Julius Caesar by William Shakespeare</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Tragedy of Julius Caesar by William Shakespeare: Act 3.1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze how the tensions among characters, communities, and themes in literature reflect the human experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze an isolated scene and understand its contribution to the success of the plot in <em>The Tragedy of Julius Caesar</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Tragedy of Julius Caesar by William Shakespeare: Act 3.2-3.3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Determine characters' traits based on their language in dialogue and monologue</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze the language and rhetorical purpose of a speech or monologue to determine the main idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Compare and contrast speeches (or monologues) of two different characters in a text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Tragedy of Julius Caesar by William Shakespeare: Act 4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze interactions between major and minor characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze the development of essential elements of plot (e.g., setting, exposition, conflict, rising action, climax, denouement) in a literary work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify the various timing devices used to progress a plot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Tragedy of Julius Caesar by William Shakespeare: Act 5.1-5.2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluate the way an author's choice of words advances the theme or purpose of the work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interpret words and phrases as they are used in a text, including determining denotative, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze an author's choices concerning the structure of the text, the order of events (i.e., sequence) within the text, and the manipulation of time (e.g., foreshadowing) to create such effects as tension or surprise</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Lesson</td>
<td>Lesson Objectives</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|              |                                                 | *The Tragedy of Julius Caesar* by William Shakespeare: Act 5.3-5.5                                                                       | Analyze various aspects of characterization (e.g., antagonist/protagonist, tragic hero, archetype, flat/round characters, static/dynamic characters, foil), particularly the Tragic Hero archetype  
    Identify universal themes and how they represent a view of society; provide support from the text for the theme  
    Media Literacy, 21st-Century Skills, Grammar, and Writing  
    **Media Literacy: Analyze Speeches Given in Historical Context**  
    Analyze historically significant speeches to find the rhetorical devices and features that make them memorable  
    Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, organization of ideas, and delivery  
    Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection  
    **21st-Century Skills: Professional Electronic Communication**  
    Evaluate the appropriate uses and implications of casual versus professional language  
    Evaluate the implications of language used in a public forum  
    **Grammar: Sentence Variety**  
    Use phrases and subordinate clauses to vary sentence beginnings in writing  
    Use compound, complex, and compound-complex sentences to vary sentence structure in writing  
    **Writing: Compare-and-Contrast Essay: The Tragedy of Julius Caesar**  
    Compose an essay that compares and contrasts two identified subjects; use relevant details to support similarities and differences  
    Compose an introduction that provides interest and clarity for the reader  
    Using the Six Traits, evaluate and revise an essay with particular attention to ideas, content, and organization  
    World Literature  
    **Culture and Gender Relations**  
    **Skills Lesson: Genres and Archetypal Symbols**  
    Compare and contrast archetypal symbols across genres  
    Explain how the selection of genre affects the delivery of universal ideas about life and society  
    **Short Story: "Subha" by Rabindranath Tagore**  
    Analyze such elements as language and style, character development, point of view, irony, and structure in works of world fiction  
    Analyze moral dilemmas in works of world literature as revealed by characters' motivations and behavior  
    Identify theme and underlying meaning in world fiction

© Edgenuity, Inc. Confidential Page 16 of 18
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
</table>
|      | **Vocabulary: Technical and Professional Language** | | Examine the connection between language and purpose, audience, and context  
        Define bias; explain how to reduce bias in communication |
|      | **Poetry: The Blazon, the English Sonnet, and Contemporary Song Lyrics** | | Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions  
        Recognize literary strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, parody, hyperbole, and omission)  
        Compare and contrast cultural and generational perspectives of women |
|      | **Nonfiction: From *A Room of One's Own* by Virginia Woolf** | | Analyze cultural and generational perspectives of women  
        Make inferences and draw conclusions about the author's purpose in cultural and historical contexts  
        Make connections to text and evaluate text depending on value to oneself |
|      | **Nonfiction: "At the Hearth" by Laura Esquivel** | | Determine an author's perspective or purpose in a text  
        Analyze gender roles among cultures through literature  
        Evaluate how theme in literature is related to the historical and social context of the text |
|      | **Media Literacy, 21st-Century Skills, Grammar, and Writing** | | **Media Literacy: Decoding Legal and Governmental Forms**  
        Read and evaluate functional text documents  
        Analyze the structure and format of functional workplace documents  
        Determine the meaning of specialized vocabulary and technical meanings of words through context clues  
        Critique the logic of functional documents |
|      | **21st-Century Skills: Exploring Procedural Texts** | | Examine the structure, format, and logic of procedural texts  
        Critically read and interpret instructions  
        Write procedural texts that follow an organizing structure appropriate to purpose, audience, and context  
        Narrate a sequence of events and communicate their significance to the audience  
        Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax |
|      | **Grammar: Sentence Faults** | | Recognize and revise sentence fragments, comma splices, and fused sentences  
        Evaluate sentences for dangling and misplaced modifiers; revise as necessary |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Lesson</th>
<th>Lesson Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing: Expository Essay: Healthy Relationships</td>
<td></td>
<td>Compose an expository essay to examine and explain a complex idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using the Six Traits, evaluate and revise an essay with particular attention to word choice and sentence fluency</td>
</tr>
</tbody>
</table>