

Content Area: English		Grade Level/Course			District: ISD 1			
Author: Lindsey Kaiser		11th/12th Grade Elective: Popular Fiction			Date: August 2016			
Unit	Content (Essential Questions)	Objectives/ Skills/ Processes	Learning Targets	Vocabulary	Assessment	Resources & Technology	Mn Standard & Benchmarks	Estimate # of days on Unit
Short Stories	<p>How does modern literature affect our culture?</p> <p>How does viewing literature through a critical lens affect the analysis?</p> <p>Have morals and ethics within our culture changed through history?</p> <p>What ideas are valued by contemporary authors?</p> <p>How does the setting influence the characters and action?</p> <p>What does theme reveal about human nature?</p> <p>What literary techniques should a student know and what reading strategies should a student apply when reading a short story?</p>	<p>Reading Focus: Modern Literature (resources listed are the same for all units. Choose accordingly to achieve a mix of all genres)</p> <p>Enduring Understanding: Reflective readers apply personally meaningful criteria to make evaluative judgments about texts within and across genres, and these judgments influence their choices and interests as readers.</p> <p>Analysis of literary elements & devices in one or more works (e.g., setting, characterization, conflict, diction/voice, symbolism, structure/form, imagery, symbolism, theme)</p> <p>Personal response to literary text</p> <p>Identify and analyze the structure, elements, and stylistic devices of contemporary fiction.</p> <p>Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed; make and justify inferences from explicit and or implicit information.</p>	<p>Readers are the result of people making personally relevant choices about the books they will read and having meaningful, literate conversations with others about the books they have read.</p> <p>Readers read for different purposes (e.g., escapism, aesthetic appreciation, self-improvement, shared common experiences, cultural understanding) and therefore select different genres, oftentimes based on cultural, commercial, and/or aesthetic influences.</p>	<p>Modernism</p> <p>Foreshadow</p> <p>Ambiguity</p> <p>Theme</p> <p>Chronology</p> <p>Style</p> <p>Antithesis</p> <p>Modern Hero</p> <p>Imagery</p> <p>Stream of Consciousness</p> <p>Plot</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Characterization</p> <p>Theme</p> <p>Setting</p> <p>Dialogue</p> <p>Point of View</p> <p>Symbolism</p> <p>Conflict</p> <p>Motif</p> <p>Flashback</p> <p>Syntax</p> <p>Tone</p> <p>Allegory</p>	<p>Students will read a collection of short stories or common fairy tales (any collections of texts to which a variety of lenses can be applied) and analyze them through a variety of in-class activities and formativ writings.</p> <p>Quizzes</p> <p>Partner/Pair Share</p> <p>Admit/Exit Passes</p> <p>Quick writes/journals</p> <p>One-to-one conferences</p> <p>Summary paragraph (Sum It Up)</p> <p>Class review and discussion</p> <p>Vocabulary exercises</p> <p>Short and extended constructed Response</p> <p>Critical Analysis/Essay/presentation/speech/project with digital focus</p>	<p><i>Strawberry Spring</i> by Stephen King</p> <p><i>There Will Come Soft Rains</i> by Ray Bradbury</p> <p><i>Harrison Bergeron</i> by Kurt Vonnegut Jr.</p> <p><i>By the Waters of Babylon</i> by Stephen Vincent Benet</p> <p><i>The Murders in the Rue Morgue</i> by Edgar Allan Poe</p> <p><i>The Long Walk</i> by Richard Bachman</p> <p><i>Epicac</i> by Kurt Vonnegut Jr.</p> <p><i>Earthmen Bearing Gifts</i> by Frederic Brown</p> <p><i>The Ifth of Oothth</i> by Walter Tevis</p> <p><i>The Machine That Won the War</i> by Isaac Asimov</p> <p><i>The Most Dangerous Game</i> by Richard Connell</p> <p><i>The Interlopers</i> by Saki</p> <p><i>The Yellow Wallpaper</i> by Charlotte Perkins Gilman</p> <p><i>The Veldt</i> by Ray Bradbury</p> <p><i>The Red-Headed League</i> by Arthur Conan Doyle</p>	<p>Reading Literature Benchmarks: 11.4.1.1, 11.4.2.2, 11.4.3.3, 11.4.4.4, 11.4.5.5, 11.4.6.6, 11.4.7.7</p> <p>Writing Benchmarks: 11.7.9.9 (a-b), 11.7.10.10a</p> <p>Language Benchmarks: 11.11.4.4 (a-d), 11.11.5.5 (a-b), 11.11.6.6</p> <p>Speaking, Viewing, Listening and Media Literacy Benchmarks: 11.9.1.1 (a-d), 11.9.3.3, 11.9.8.8 (a-b)</p>	
Book Groups/Lit Circles or Book of Choice	<p>How do contemporary societal issues affect us as a society and as individuals?</p> <p>How has technology changed the way we read?</p> <p>What makes literature worthy to read?</p>	<p>Extrapolate, generalize, and transfer concepts and themes from literature to observations about culture, society, and humanity.</p>		<p>Literal, interpretive, and universal questions</p> <p>Diction</p> <p>Internal Conflict</p> <p>External Conflict</p> <p>Symbolism</p> <p>Theme</p> <p>Summarize</p> <p>Synthesize</p> <p>Mood</p> <p>Characterization</p> <p>Plot</p> <p>Metaphors</p>	<p>Literature Circles</p> <p>Small Group Discussions</p> <p>Large Group Discussions</p> <p>Short or extended constructed response writings (Individual and group)</p> <p>Student determined personal final assessment.</p> <p>Reading questions</p> <p>Vocabulary work</p> <p>Study guide, essay, or other critical thinking project on novel</p>	<p><i>Everybody Sees the Ants</i> by A.S. King</p> <p><i>Sold</i> by Patricia McCormick</p> <p><i>Me Before You</i> by Jojo Moyes</p> <p><i>Miss Peregrine's Home for Peculiar Children</i> by Ransom Riggs</p> <p><i>The Martian</i> by Andy Weir</p> <p><i>This is Where it Ends</i> by Marieke Nijkamp</p> <p><i>In a Dark, Dark Wood</i> by Ruth Ware</p> <p><i>Black Chalk</i> by Christopher J. Yates</p> <p><i>Six by Crows</i> by Leigh Bardugo</p> <p><i>Unwind</i> by Neil Shusterman</p> <p><i>Looking for Alaska</i> by John Greene</p> <p><i>The Book Thief</i> by Markus Zusak</p>	<p>Reading Literature Benchmarks: 11.4.1.1, 11.4.2.2, 11.4.3.3, 11.4.5.5, 11.4.6.6, 11.4.7.7, 11.4.10.10 (a-b)</p> <p>Writing Benchmarks: 11.7.9.9 (a-b), 11.7.10.10a</p> <p>Language Benchmarks: 11.11.4.4 (a-d), 11.11.5.5 (a-b), 11.11.6.6</p> <p>Speaking, Viewing, Listening and Media Literacy Benchmarks: 11.9.1.1 (a-d), 11.9.3.3, 11.9.8.8 (a-b)</p>	
Science Fiction/Fantasy (Utopia/Dystopia Theme)	<p>How do projecting hopes and fears in the future change outcomes?</p> <p>How does science fiction reflect political and social issues of the day?</p> <p>How can the choices an author makes affect the reader's understanding of current societal issues?</p> <p>What are the common characteristics of the science fiction genre?</p> <p>When, if ever, is it morally responsible to disobey authority?</p> <p>What warnings might science fiction stories give us about humanity and the use of technology?</p> <p>Why is modern society so obsessed with post-apocalyptic worlds?</p> <p>Does science fiction bring us to a greater understanding of what could be or make us fear the unknown?</p> <p>Why do people continue to pursue the concept of a utopian society?</p>	<p>Students will read and discuss science fiction stories and nonfiction science text about space, robots, and planets.</p> <p>Compare and contrast the settings, characters, and unusual circumstance among science fiction stories, and discuss the unique nature of this genre.</p> <p>Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.</p> <p>Determine or clarify the meaning of unknown words and phrases based on Science Fiction reading, choosing flexibly from a range of strategies.</p> <p>Develop speaking and listening skills through Socratic seminars and oral presentations.</p>	<p>Science fiction can help us anticipate change in our own world more readily. The emphasis of this kind of science fiction writing explores the sequence of events that lead up to the ethical and social problems produced by technological and social developments.</p> <p>Students will examine the ways in which science fiction reflect concerns of society today. In reading science fiction novels an various time periods, and in viewing excerpts from some scien documentaries, students will sharpen their abilities to analyze research and in producing writing for various purposes and au</p>	<p>Fantasy</p> <p>Allusion</p> <p>Archetype</p> <p>Metaphor</p> <p>Realism</p> <p>Utopia</p> <p>Dystopia</p> <p>Symbol</p> <p>Hyperbole</p> <p>Satire</p> <p>Irony</p> <p>Unreliable narrator</p> <p>Flashback</p> <p>Foil</p> <p>Setting</p> <p>Mood</p> <p>Claim</p> <p>Evidence</p> <p>Analysis</p> <p>Inference</p> <p>Summarize</p> <p>Synthesize</p>	<p>Class discussions</p> <p>Reading questions</p> <p>Vocabulary quizzes and games</p> <p>Final Exam</p> <p>Chapter quizzes</p> <p>Final reading projects</p> <p>Reading journals</p>	<p><i>I am Legend</i> by Richard Matheson</p> <p><i>Ender's Game</i> by Orson Scott Card</p>	<p>Reading Literature Benchmarks: 11.4.1.1, 11.4.2.2, 11.4.3.3, 11.4.5.5, 11.4.6.6, 11.4.7.7, 11.4.10.10 (a-b)</p> <p>Writing Benchmarks: 11.7.9.9 (a-b), 11.7.10.10a</p> <p>Language Benchmarks: 11.11.4.4 (a-d), 11.11.5.5 (a-b), 11.11.6.6</p> <p>Speaking, Viewing, Listening and Media Literacy Benchmarks: 11.9.1.1 (a-d), 11.9.3.3, 11.9.8.8 (a-b)</p>	

