

## Pre-AP 10th Grade Quarter 1

### The Human Condition & Spirit

**Unit Overview:** In preparation for Advanced Placement (AP) English courses, Pre-AP students will intensively study a wide array of literary works from different genres and periods. In this unit, they will focus on the discussion and analysis of themes and literary devices in short stories, poetry, and informational texts from around the world. Students will be active readers and encouraged to question, connect, predict, clarify, and evaluate. Students will write a personal narrative essay that they will revise as they learn new techniques and skills. Students will also be required to choose a novel from the AP list to independently read, and they will use this text to complete a timed literary analysis essay that demonstrates understanding of literary devices and an ability to apply the skills acquired throughout the quarter.

### Stage 1 - Desired Results

**Note:** Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

### Overarching Goal Statements

**Note:** These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. <a href="#">RL.9-10.10</a>	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. <a href="#">RI.9-10.10</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <a href="#">W.9-10.10</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) <a href="#">SL.9-10.6</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <a href="#">L.9-10.6</a>

### Standards

**Note:** The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

<b>Priority Standards:</b> These are a carefully selected subset of the total list of the grade-specific and	<b>ELP Standards:</b> There are 10 <a href="#">English Language Proficiency (ELP) standards</a> that highlight a strategic	<b>Supporting Standards:</b> These standards <i>support, connect to, or enhance</i> the Priority Standards. They are taught <i>within</i>
--	--	---

course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in instruction and assessments.	set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	<i>the context</i> of the priorities and often serve as instructional scaffolds, but they do not receive the <i>same</i> degree of emphasis.
<b>RL.9-10.1</b> <b>RI.9-10.1</b>	<a href="#">ELP Standard 9-12.1</a>	
<b>RL.9-10.2</b>	<a href="#">ELP Standard 9-12.1</a>	
<b>RL.9-10.4</b>	<a href="#">ELP Standard 9-12.8</a>	L.9-10.5
<b>RL.9-10.6</b> <b>RI.9-10.6</b>	<a href="#">ELP Standard 9-12.1</a>	RI.9-10.5 RI.9-10.7
<b>W.9-10.5</b>	<a href="#">ELP Standard 9-12.9</a>	W.9-10.3.A-E W.9-10.2 W.9-10.6
<b>SL.9-10.1</b>	<a href="#">ELP Standard 9-12.2</a>	RL.9-10.1
<b>L.9-10.1</b>	<a href="#">ELP Standard 9-12.10</a>	

<b>Essential Questions</b> Students will keep considering:	<b>Understandings</b> Student will understand that:
<b>Standards-Based</b>	
How do I determine a theme? How do I know if the details I am analyzing are significant? <a href="#">(RL.9-10.2)</a>	Analyzing details within a work of literature helps me to understand what the theme or central idea is and how it is built over the course of the story.
How do I determine meaning of words and uses of figurative language in literature? How do authors use specific words and language to create meaning and tone? <a href="#">(RL.9-10.4)</a>	Looking closely at the specific words used in writing and how an author manipulates language will help me understand the tone and overall meaning, improving my own use of language.
What is a point of view? How does it affect our understanding of the story and the world? <a href="#">(RL.9-10.6)</a>	Understanding another's cultural perspective will help me to empathize and understand the value of each person's experiences.
<b>Possible Overarching</b>	
<b>Whole Year:</b> How does reading literature from around the world give us new perspectives?	World literature is influenced by and gives readers perspective on historical, religious, generational, political, social, and cultural issues.

<b>Quarter 1:</b> Why and how do authors develop themes about the human condition?	The human condition includes fundamental elements of human existence that connect us all; literature is carefully crafted through the use of literary devices and specific details to develop themes about universal human experiences.
<b>Quarter 1:</b> How do tragedies and difficult circumstances shape who we are?	Tragedies and difficult circumstances test the strengths and weaknesses of the human spirit.

Knowledge	Skills
<p><b>Students will acquire knowledge of:</b></p> <ul style="list-style-type: none"> <li>● Focus terms for entire year based on pre-AP vertical alignment:             <ul style="list-style-type: none"> <li>○ Allegory</li> <li>○ Motif</li> <li>○ Denouement</li> <li>○ Tragic Hero</li> <li>○ Epiphany</li> <li>○ Antithesis</li> <li>○ Satire</li> <li>○ Paradox</li> <li>○ Foil</li> </ul> </li> <li>● Theme and Thematic Statement</li> <li>● Narrative techniques</li> <li>● Magical realism (optional)</li> <li>● Literary devices</li> </ul> <p>See “<a href="#">Pre-AP Literary Toolbox</a>” for important terms and definitions, including those in preparation for AP exams</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to:             <ul style="list-style-type: none"> <li>○ Comprehend, analyze, and critique a variety of increasingly complex texts at or above 10th grade level.</li> <li>○ Develop the appropriate grade level skills in writing, language, speaking and listening based on the standards.</li> </ul> </li> <li>● <a href="#">Student-Friendly Proficiency Scales</a></li> </ul>

<b>Stage 2 - Assessment Evidence</b> <b>Note:</b> Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.	
Pre-Assessment	Summative Assessment
<a href="#">Q1 Pre Assessment DFA - Student Copy</a> <a href="#">Q1 Pre Assessment DFA - Teacher Copy</a>	<p><b>Literary Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>● Teachers:             <ul style="list-style-type: none"> <li>○ Share <a href="#">Pre-AP Independent Reading Project handout</a> with students and parents as soon as possible.</li> <li>○ Assess students’ reading progress formally and informally throughout the quarter.</li> <li>○ Share <a href="#">writing prompt options</a> with students the day before timed essay writing.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Students: <ul style="list-style-type: none"> <li>○ Take <a href="#">writing prompt options</a> home to analyze in preparation for the timed writing event.</li> <li>○ Complete timed essay over chosen novel at the end of the quarter.</li> </ul> </li> </ul> <p>Rubric: <a href="#">AP Scoring Guide</a></p>
--	---



### Stage 3 - Learning Activities

**Note:** Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



- [Pre-AP Vertical Alignment](#)
- [Language Support](#)
- [Technology Integration](#)
- [Instructional Strategies](#)
- [ACT Resources and Support](#)
- [Teacher Exchange](#)

### Suggested Timeline

Ongoing Mini-Lessons		
	<a href="#">Writing Mini-Lessons</a> W.9-10.3.A-E W.9-10.4 W.9-10.5 W.9-10.6	<a href="#">Language Mini-Lessons</a> L.9-10.1.A-B L.9-10.6

Week 1	<div> <u>First Days of School</u></div>		<div> <u>Pre-Assessment</u> W.9-10.3 W.9-10.5 W.9-10.6</div>
Week 2	<div> <u>Introduction to the Unit - The Human Condition and Spirit</u> RL.9-10.1 RI.9-10.1</div>	<div> <u>Close Reading of Poetry</u> RL.9-10.2 RL.9-10.2 RL.9-10.4 RL.9-10.6 L.9-10.5</div>	
Week 3	<div> <u>Close Reading of Literary Texts</u> RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.6 L.9-10.5</div>		
Week 4			
Week 5	<div> <u>Close Reading of Informational Texts</u> RI.9-10.1 RI.9-10.5 RI.9-10.6 RI.9-10.7</div>		
Week 6			
Week 7	<div> <u>Summative Assessment</u></div>		
Week 8			
	<div> <u>Culmination and Reflection</u></div>		

