

CURRICULUM UNIT MAP
CONTINUOUS OBJECTIVES

COURSE TITLE: Honors English 3

GRADE: 11

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: C.E.I. CONTINUOUS—OBJECTIVE Compose responses using a strong controlling idea (claim), relevant specific details and complex ideas (evidence), and freshness of thought (interpretation)	Write a claim that restates the question and expresses a clear and accurate idea	Students complete various CR questions using the C.E.I. format	Performance Assessment Use C.E.I. on CR questions
	Write specific evidence using text-based, relevant, and specific details and examples to PROVE my claim	Students will label their C.E.I. responses during their writing	
	Write an interpretation that includes a reasonable opinion, inference, conclusion, connection or prediction		
Unit: Context Clues CONTINUOUS—OBJECTIVE Develop vocabulary using context clues	Determine the part of speech	Students will complete a context clue quiz after reading an excerpt from Patrick Henry	End-of-Unit Benchmark Exam (ACT TWO quiz from <i>The Crucible</i> will be used as their benchmark exam)
	Recall other forms of the word that are familiar	Students will complete a context clue quiz for ACT ONE of <i>The Crucible</i>	
	Identify pre-fixes, suffixes, and root words		
	Consider the text surrounding the word		
Unit: Literary Techniques CONTINUOUS—OBJECTIVE Identify and explain literary techniques in fiction, nonfiction, and/or poetry	Define previously introduced literary techniques (alliteration, allusion, analogy hyperbole, imagery, irony, jargon, metaphor, personification, onomatopoeia, understatement, and simile)	Students will complete various graphic organizers and CR questions to identify and explain the effectiveness of literary techniques	End-of-Unit Benchmark Exam (Writer's Craft for <i>The Chocolate War</i>)
	Identify examples of literary techniques		
	Explain the effectiveness of literary techniques		
Unit: MUG CONTINUOUS—OBJECTIVE Use correct capitalization, punctuation, spelling, and usage	Apply MUG skills to revise a daily language activity	After practicing five (5) MUG sentences, students will take quiz	Performance Assessment (A part of the grade on student's essay will address MUG)
	Identify the appropriate rule for the daily language activity		

CURRICULUM UNIT MAP

1ST QUARTER

COURSE TITLE: Honors English 3

GRADE: 11

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Reading Complex Texts WEEK 1 —OBJECTIVE Apply reading strategies to comprehend, analyze, and evaluate complex nonfiction texts (Note this objective will be taught week one and then reinforced throughout the rest of the school year)	Use pre-reading strategies such as previewing and predicting on title and text features to help me begin to understand a text	Students complete pre-reading, during, and post reading activities for the article "Helping High School Students Understand Academic Integrity"	This objective is taught as part of the continuous reading process. Instruction and assessments will be varied and repeated throughout the year
	Use during reading strategies such as annotating the text and adjusting my rate of speed to help me infer, question, and comprehend a text		
	Use post reading strategies to help me reflect, draw conclusions and understand a text		
Unit: Analyzing Nonfiction (continued) WEEKS 2-4—OBJECTIVES Analyze and evaluate patterns in reading	Identify the pattern an author uses to present information including narrative, descriptive, compare/contrast and cause/effect	Students will complete graphic organizers to identify patterns	
	Identify various patterns the author uses within a single text		
	Explain how the author's choice of patterns affects the message of the text		
Unit: Analyzing Nonfiction WEEKS 2-4—OBJECTIVES Differentiate between main ideas and supporting details to compose effective summaries	Define main idea as the author's stated or implied message or what the text is "mostly" about	Students compose a summary on the article "Some Lessons from the Assembly Line"	
	Identify the main idea of each paragraph		
	Identify the details that support the main idea		
	Differentiate between the main idea and the supporting details		
	Use the main idea of each paragraph to identify the author's central main idea of the passage		
	Use the individual main ideas to write a paragraph to summarize the passage		

CURRICULUM UNIT MAP
1ST QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Analyzing Nonfiction (continued) WEEKS 2-4—OBJECTIVES Identify, analyze, and evaluate unfounded inferences, accuracy and adequacy of evidence in nonfiction texts	Define a FACT as a statement that can be proven	Students list and explain two facts and two opinions found in the article “How to Click and Clean” Students complete a CR question on the bias in the article “How to Click and Clean”	
	Identify and explain the facts found within the text		
	Define an OPINION as a statement that tells what a person thinks, believes, or feels about a subject		
	Identify and explain the opinions found within the text		
	Determine the recency of the text to help evaluate the information being presented		
	Define BIAS as a prejudice or mental leaning toward or against some topic, issue, or person		
	Explain how bias affects an author’s perspective (view of his/her subject)		
	Identify and explain how the author’s perspective affects the text		
Unit: Analyzing Nonfiction (continued) WEEKS 2-4—OBJECTIVES Identify, explain, and evaluate the effect of tone in poetry and nonfiction texts	Define tone as the author’s attitude	Students will complete a CR question for the “‘Tutoring’ Rich Kids Cost Me My Dreams”	
	Use the clues to identify and explain the tone (word choice, punctuation, sentence structure)		
	Explain how the tone effects the passage and the intended audience		
Unit: Analyzing Nonfiction (continued) WEEKS 2-4—OBJECTIVE Analyze and evaluate logical arguments	Define a logical appeal as one that appeals to intellect	Students will complete a graphic organizer identify and explain the logical arguments found in the nonfiction selections in the unit	End-of-Unit Benchmark Exam (Benchmark exam will assess ALL of the Analyzing Nonfiction Unit Objectives)
	Define an emotional appeal as one that targets the emotions of the readers		
	Define an ethical appeal as one that plays on the sense of right or wrong		
	Identify the type of appeal used in a text		
	Recognize when appeals are used in a text and explain how an appeal affects the way a reader receives and responds to a message		

CURRICULUM UNIT MAP
1ST QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Cause and Effect Essay WEEK 5—OBJECTIVES Analyze cause and effect relationships to compose a cause/effect essay Apply the writing process to compose a variety of texts	Recognize a cause is an event or action that directly results in another event or action	Students complete a graphic organizer to brainstorm and organize ideas Students conference with teacher throughout the writing process	Performance Assessment Cause/Effect Essay
	Recognize an effect is the direct outcome of an event		
	Recognize that a single cause may have several effects		
	Recognize that a single effect may have several causes		
	Use clue words that signal cause (because, since, if/then, etc.)		
	Use clue words that signal effect (brought about, led to, as a result, therefore, consequently)		
	Follow the writing process to compose a cause/effect essay: pre-write, draft, peer respond, revise/edit, publish		
Unit: Literature Circles WEEKS 6-9—OBJECTIVE Apply reading skills to comprehend, interpret, analyze, and evaluate a novel	Identify the important aspects of the novel and develop questions my group will want to discuss	Students will complete weekly literature circle roles (discussion director, illuminator, connector, illustrator) Students will participate in a weekly literature circle group meeting	End-of-unit Benchmark Exam
	Identify and explain passages that are significant, memorable, interesting, puzzling, or insightful		
	Connect and explain what I read with what I already know (text to self, text to world, text to text)		
	Visualize, illustrate, and explain an important scene from the novel		

CURRICULUM UNIT MAP
1ST QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: ACT WEEKS 7-9—OBJECTIVE Apply strategies and develop skills to demonstrate success on the English and reading ACT tests	Identify the type of passage on the ACT reading test as fiction, social sciences, humanities, or natural sciences	Students will take an ACT reading quiz each Monday	Four (4) ACT Reading quizzes equal one (1) ACT reading test; quiz scores are combined to calculate an ACT reading composite score
	Decide which passages to read and which passages not to read (if any) to help my reach my reading composite goal	Students will take an ACT English quiz each Friday	
	Skim the questions and code the reading passages		
	Use appropriate strategies to select and mark my answers in the test booklet and on the answer sheet		
	Recognize that the ACT English passages are organized like the essays I write		
	Recognize the types of questions that will focus on organization		
	Skim the passage and determine if it is written in present or past verb tense		
	Identify the POV in the passage		
	Recognize that verb tense and POV should be consistent throughout the passage		
	Identify the questions that ask for verb tense and POV		
	Recognize that rhetorical questions will address wording and meaning		
	Recognize the different ways ACT will ask me to look for main idea		
	Identify the enders (period, semicolon, colon)		
	Identify the separators (comma, dash, parentheses)		
	Identify the “left overs” (apostrophe, hyphen, exclamation point, question marks, quotation marks)		
	Use MUG skills to correctly answer mechanics, usage, and grammar questions		

CURRICULUM UNIT MAP
2nd QUARTER

COURSE TITLE: Honors English 3

GRADE: 11

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: The American Dream WEEKS 1-9—OBJECTIVE Apply reading strategies to comprehend, analyze, and evaluate complex nonfiction texts	Use pre-reading strategies such as previewing and predicting on title and text features to help me begin to understand a text	Students will complete a CR question after reading “Lecture to a Missionary” and “I Will Fight No More Forever”	
	Use during reading strategies such as annotating the text and adjusting my rate of speed to help me infer, question, and comprehend a text	Students will complete a CR question after reading “What Is an American?”	
	Use post reading strategies to help me reflect, draw conclusions and understand a text	Students will complete a CR question after reading “I Have a Dream”	
Unit: The American Dream WEEKS 1-9—OBJECTIVE Differentiate between main ideas and supporting details to compose effective summaries	Define main idea as the author’s stated or implied message or what the text is “mostly” about	Students complete a graphic organizer to identify the main ideas found in Bradford’s “The First Encounter”	
	Identify the main idea of each paragraph	Students use the main idea graphic organizer to compose a summary for Bradford’s “The First Encounter”	
	Identify the details that support the main idea		
	Differentiate between the main idea and the supporting details		
	Use the main idea of each paragraph to identify the author’s central main idea of the passage		
	Use the individual main ideas to write a paragraph to summarize the passage		

CURRICULUM UNIT MAP
2nd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: The American Dream (continued) WEEKS 1-9—OBJECTIVE Identify, analyze, and evaluate unfounded inferences, accuracy and adequacy of evidence in nonfiction texts	Define a FACT as a statement that can be proven	Students will complete a CR question to identify two main ideas after “Speech in the Virginia Convention” Students complete the graphic organizer on fact and opinion for Bradford’s excerpt from <i>Of Plymouth Plantation</i> Students answer CR questions on bias and author perspective after reading Bradford’s excerpt from <i>Of Plymouth Plantation</i>	
	Identify and explain the facts found within the text		
	Define an OPINION as a statement that tells what a person thinks, believes, or feels about a subject		
	Identify and explain the opinions found within the text		
	Determine the recency of the text to help evaluate the information being presented		
	Define BIAS as a prejudice or mental leaning toward or against some topic, issue, or person		
	Explain how bias affects an author’s perspective (view of his/her subject)		
	Identify and explain how the author’s perspective affects the text		
Unit: The American Dream (continued) WEEKS 1-9—OBJECTIVES Identify, explain, and evaluate the effect of tone in poetry and nonfiction texts	Define tone as the author’s attitude	Students complete a CR question for “Lecture to a Missionary” Students complete a CR question for “Speech in the Virginia Convention”	
	Use the clues to identify and explain the tone (word choice, punctuation, sentence structure)		
	Identify tone changes within a passage		
	Explain how the tone effects the passage and the intended audience		
Unit: The American Dream (continued) WEEKS 1-9—OBJECTIVE Analyze and evaluate logical arguments	Define a logical appeal as one that appeals to intellect	Students complete a CR question after reading the excerpt from <i>Stride Toward Freedom</i> and “Necessary to Protect Ourselves”	End-of-Unit Benchmark (Benchmark exam will assess ALL of The American Dream Objectives)
	Define an emotional appeal as one that targets the emotions of the readers		
	Define an ethical appeal as one that plays on the sense of right or wrong		
	Identify the type of appeal used in a text		
	Recognize when appeals are used in a text and explain how an appeal affects the way a reader receives and responds to a message		

CURRICULUM UNIT MAP
2nd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: The American Dream (continued) WEEK 3—OBJECTIVE Research, analyze, and evaluate college and career options	Select a college or university that I may want to attend to research	Students submit their list of questions to teacher for approval Students conference with teacher throughout the writing process	Performance Assessment College Search Performance Assessment Career Inquiry Letter
	Use the college/university website or bulletin to answer a series of questions		
	Prepare my college search in the assigned format		
	Select a person that is in the career field that I may be interested in to write to		
	Brainstorm a list of questions to ask in my letter		
	Use business letter format to compose my career inquiry letter		
Unit: Personal Declaration of Independence WEEK 6 —OBJECTIVES Develop a logical argument supported with specific facts Apply the writing process to compose a variety of texts	Follow the writing process to compose a persuasive essay: pre-write, draft, peer respond, revise/edit, publish	Students complete a graphic organizer to brainstorm and organize ideas Students conference with teacher throughout the writing process	Performance Assessment Personal Declaration of Independence
	Use persuasive techniques such as parallelism, restatement, repetition, and rhetorical questions		
	Use an appropriate tone		
	Use an appropriate appeal (logical, emotional, ethical)		
	Use specific facts and evidence to support my argument		

CURRICULUM UNIT MAP
3rd QUARTER

COURSE TITLE: Honors English 3

GRADE: 11

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment (Place after last objective in unit that is assessed)
Unit: College-prep Portfolio WEEKS 1-2—OBJECTIVES Compose a variety of workplace communications, including a cover letter and resume, to create a portfolio	Follow the writing process to compose a variety of documents for my portfolio	Students will compose and submit a rough drafts for feedback Students conference with teacher throughout the writing process	Performance Assessment College-prep Portfolio
	Use correct business letter format to compose a cover letter		
	Create a resume to profile myself as a college-bound student		
	Prepare a list of school activities and awards		
	Prepare a list of community service, church activities, and/or volunteer work		
	Select artifacts to include in my portfolio		
Unit: <i>Of Mice and Men</i> by John Steinbeck WEEKS 3-4—OBJECTIVES Analyze and evaluate plot, subplot, and conflict and resolution in fiction	Identify the elements of plot and subplot, including character, setting, exposition, conflict, rising action, climax, falling action, and resolution	Students will complete a main plot diagram and three (3) subplot diagrams throughout the novel Students will complete a CR question on foreshadowing after chapter 2	
	Explain how the climax resolves (or does not resolve) the conflict		
	Analyze the role of the subplot in relation to the main plot of the story		
	Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions		
Unit: <i>Of Mice and Men</i> by John Steinbeck (continued) WEEKS 3-4—OBJECTIVES Analyze and evaluate plot, subplot, and conflict and resolution in fiction (continued)	Explain the internal conflict (character vs. self)	Students will identify conflicts on the main plot and subplot diagrams throughout the novel Students will complete a CR question after reading chapter 3	
	Explain the external conflict (character vs. character; character vs. environment; character vs. society)		
	Identify characters' problems, decide if solutions are effective, and propose better solutions		

CURRICULUM UNIT MAP
3rd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: <i>Of Mice and Men</i> by John Steinbeck (continued) WEEKS 3-4—OBJECTIVES (continued) Analyze and evaluate character in fiction	Explain and evaluate the role of the protagonist and antagonist	Students will complete CR questions throughout the novel	
	List and explain the four basic methods of characterization		
	Use the four methods of characterization to draw conclusions about characters		
	Identify and evaluate a character’s motivation		
Unit: <i>Of Mice and Men</i> by John Steinbeck (continued) WEEKS 3-4—OBJECTIVES (continued) Analyze and evaluate setting in fiction	Explain the importance (or role) of setting in the text	Students will complete a CR question after reading the first two pages of the novel	
	Explain how the setting complicates (or creates) a conflict		
Unit: <i>Of Mice and Men</i> by John Steinbeck (continued) WEEKS 3-4—OBJECTIVES (continued) Analyze and evaluate point-of-view in fiction texts	Explain how the point-of-view affects the information the reader receives		
	Explain how the text would be different if it were told in another point-of-view or another perspective		
Unit: <i>Of Mice and Men</i> by John Steinbeck (continued) WEEKS 3-4—OBJECTIVES (continued) Analyze and evaluate theme	Define theme as the central idea about life or human nature that the writer shares with the reader	Students will complete graphic organizers to identify specific examples and/or details on how the theme is developed throughout the novel	End-of-Unit Benchmark Exam (Benchmark exam will assess ALL of the <i>Of Mice and Men</i> Unit Objectives)
	Use the clues to identify how the theme is developed through the text (plot, character, title, setting)	Students will compose a theme statement on a graphic organizer	
	Compose a theme statement		

CURRICULUM UNIT MAP
3rd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: <i>The Crucible</i> by Arthur Miller WEEKS 5-9—OBJECTIVES Analyze and evaluate plot, subplot, and conflict and resolution in fiction	Identify the elements of plot and subplot, including character, setting, exposition, conflict , rising action, climax, falling action, and resolution	Students will complete a graphic organizer on plot and subplot throughout the play	
	Explain how the climax resolves (or does not resolve) the conflict	Students will complete a graphic organizer on internal and external conflicts throughout the play	
	Analyze the role of the subplot in relation to the main plot of the story		
	Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions		
	Explain the internal conflict (character vs. self)		
	Explain the external conflict (character vs. character; character vs. environment; character vs. society)		
	Identify characters’ problems, decide if solutions are effective, and propose better solutions	Students will complete CR questions throughout the play	
Unit: <i>The Crucible</i> by Arthur Miller (continued) WEEKS 5-9—OBJECTIVES Analyze and evaluate character in fiction	Explain and evaluate the role of the protagonist and antagonist	Students will complete a graphic to identify and explain character traits throughout the play	
	List and explain the four basic methods of characterization	Students will complete CR questions throughout the play	
	Use the four methods of characterization to draw conclusions about characters		
	Identify and evaluate a character’s motivation	Students will complete a graphic organizer to identify character motivation throughout the play	
Unit: <i>The Crucible</i> by Arthur Miller (continued) WEEKS 5-9—OBJECTIVES Analyze and evaluate setting in fiction	Explain the importance (or role) of setting in the text		
	Explain how the setting complicates (or creates) a conflict		

CURRICULUM UNIT MAP
3rd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: <i>The Crucible</i> by Arthur Miller (continued) WEEKS 5-9—OBJECTIVES Analyze and evaluate point-of-view in fiction texts	Explain how the point-of-view affects the information the reader receives	Students will complete a CR question	
	Explain how the text would be different if it were told in another point-of-view or another perspective		
Unit: <i>The Crucible</i> by Arthur Miller (continued) WEEKS 5-9—OBJECTIVES Analyze and evaluate theme	Define theme as the central idea about life or human nature that the writer shares with the reader	Students will complete graphic organizers to identify specific examples and/or details on how the theme is developed throughout the play	End-of-Unit Benchmark Exam (Benchmark exam will assess ALL of <i>The Crucible</i> Unit Objectives)
	Use the clues to identify how the theme is developed through the text (plot, character, title, setting)	Students will compose a theme statement on a graphic organizer	
	Compose a theme statement		
Unit: Persuasive Essay (<i>The Crucible</i> by Arthur Miller) WEEK 9—OBJECTIVES Apply persuasive techniques such as restatement, parallelism, rhetorical questions, and repetition to compose a persuasive essay using appropriate tone for specific purpose and audience	Follow the writing process to compose a persuasive essay: pre-write, draft, peer respond, revise/edit, publish	Students use an excerpt from <i>To Kill a Mockingbird</i> to identify persuasive techniques on a graphic organizer	Performance Assessment Persuading the Court Essay
	Use persuasive techniques such as parallelism, restatement, repetition, and rhetorical questions		
	Use an appropriate tone		
	Use effective transitions between paragraphs and between ideas within paragraphs to guide the reader through my persuasive essay		

CURRICULUM UNIT MAP

4th QUARTER

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Hollywood vs. History WEEKS 1-4—OBJECTIVES Apply research skills to produce a research paper	Select an appropriate topic to research	Students will write their topic on a list for approval Students complete a working outline to identify three (3) accuracies and three (3) inaccuracies Students create 3+ source cards and 15+ notecards	
	Access a variety of credible sources		
	Use source cards and note cards to manage and organize information		
	Use MLA format to compose my research paper		
Unit: Hollywood vs. History WEEKS 1-4—OBJECTIVES Access primary and secondary text and evaluate for relevance, credibility, and reliability	Define a primary source as a source written or created by people who observed or participated in an event	Students create 3+ source cards and 15+ notecards which include direct quotes and paraphrased information to be approved before they begin writing their essay	
	Define a secondary source as a source written after the event by nonparticipants		
	Determine if information is reliable and from credible sources		
	Use relevant (important and directly to my topic) information from quality sources		
Unit: Hollywood vs. History WEEKS 1-4—OBJECTIVES Document sources of information with textual citation, works cited, and/or bibliography using MLA format	Avoid plagiarism by correctly citing the words and ideas of others used in my research paper	Students create 3+ source cards and 15+ notecards which include direct quotes and paraphrased information to be approved before they begin writing their essay	Performance Assessment Hollywood vs. History Research Essay & Presentation
	Paraphrase information from research sources to use in my research paper		
	Document sources of all paraphrased information using textual citations		
	Use direct quotes from research sources in my research paper		
	Document sources of all direct quotes using textual citations		
	Create a works cited page to list all sources cited in my research paper		

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Individual in Society (various textbook selections and <i>The Chocolate War</i> by Robert Cormier) WEEKS 5-9—OBJECTIVES Analyze and evaluate plot, subplot, and conflict and resolution in fiction	Identify the elements of plot and subplot, including character, setting, exposition, conflict, rising action, climax, falling action, and resolution	THE SHORT STORIES ARE STILL IN DEVELOPMENT...FORMATIVE ASSESSMENTS WILL BE ADDED Students will complete a CR question on foreshadowing for the novel <i>The Chocolate War</i> Students will complete a CR question on characters' problems and solutions for the novel <i>The Chocolate War</i>	
	Explain how the climax resolves (or does not resolve) the conflict		
	Analyze the role of the subplot in relation to the main plot of the story		
	Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions		
	Explain the internal conflict (character vs. self)		
	Explain the external conflict (character vs. character; character vs. environment; character vs. society)		
	Identify characters' problems, decide if solutions are effective, and propose better solutions		
Unit: Individual in Society (various textbook selections and <i>The Chocolate War</i> by Robert Cormier) CONTINUED WEEKS 5-9—OBJECTIVES Analyze and evaluate character in fiction	Explain and evaluate the role of the protagonist and antagonist	THE SHORT STORIES ARE STILL IN DEVELOPMENT...FORMATIVE ASSESSMENTS WILL BE ADDED Students will complete various CR questions to analyze characters in <i>The Chocolate War</i>	
	List and explain the four basic methods of characterization		
	Use the four methods of characterization to draw conclusions about characters		
	Identify and evaluate a character's motivation		
Unit: Individual in Society (various textbook selections and <i>The Chocolate War</i> by Robert Cormier) CONTINUED WEEKS 5-9—OBJECTIVES Analyze and evaluate setting in fiction	Explain the importance (or role) of setting in the text	THE SHORT STORIES ARE STILL IN DEVELOPMENT...FORMATIVE ASSESSMENTS WILL BE ADDED	
	Explain how the setting complicates (or creates) a conflict		

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Individual in Society (various textbook selections and <i>The Chocolate War</i> by Robert Cormier) CONTINUED WEEKS 5-9—OBJECTIVES Analyze and evaluate point-of-view in fiction texts	Explain how the point-of-view affects the information the reader receives	THE SHORT STORIES ARE STILL IN DEVELOPMENT...FORMATIVE ASSESSMENTS WILL BE ADDED Students will complete a CR question on POV with <i>The Chocolate War</i>	
	Explain how the text would be different if it were told in another point-of-view or another perspective		
Unit: Individual in Society (various textbook selections and <i>The Chocolate War</i> by Robert Cormier) WEEKS 5-9—OBJECTIVES Analyze and evaluate theme	Define theme as the central idea about life or human nature that the writer shares with the reader	THE SHORT STORIES ARE STILL IN DEVELOPMENT...FORMATIVE ASSESSMENTS WILL BE ADDED Students will complete a graphic organizer for <i>The Chocolate War</i> to identify specific examples and/or details on how the theme is developed throughout the novel	End-of-Unit Benchmark Exam for the short stories End-of-Unit Benchmark Exam for <i>The Chocolate War</i>
	Use the clues to identify how the theme is developed through the text (plot, character, title, setting)		
	Compose a theme statement		
Unit: Literary Analysis Essay WEEK 9—OBJECTIVES Analyze theme to compose a literary analysis essay	Select a significant theme from the novel <i>The Chocolate Way</i> by Robert Cormier to analyze	Students complete a graphic organizer to brainstorm and organize ideas Students conference with teacher throughout the writing process	Performance Assessment Theme Analysis Essay
	Trace title, plot, characters, events, and settings that support the significant theme		
	Select specific quotes from the novel to support and prove the theme		
	Follow the writing process to compose a literary analysis essay on theme: pre-write, draft, peer respond, revise/edit publish		