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English 10

**Instructional Units Plan**



## Instructional Units Plan English 10

This set of plans presents the topics and selected ACT Course Standards for ACT's rigorous English 10 course. The topics and standards are arranged in nine units by suggested instructional sequence. Unit 1 is a Model Instructional Unit developed by ACT that illustrates exemplary practice and shows how the Course Standards are best connected to classroom instruction. Teachers can use the *Guidelines for Developing an Instructional Unit* to develop additional instructional units based on the topics listed in this document.

Unit No.	Unit Topic
1	Introduction to English 10: Practicing the Habits of a Lifelong Learner
2	Where Do I Fit In? Exploring Identity and Culture Through Literature
3	<i>Warriors Don't Cry</i> : Explorations of Culture, Identity, and History
4	I Need a Hero: Joseph Campbell and <i>Siddhartha</i>
5	Nature as a Metaphor: A Sense of Time and Place
6	Existentialism: Questions Without Answers
7	Dramatic Literature
8	Analysis of Speeches
9	Persuading Your Audience With Research

## Unit 1 Summary

### Introduction to English 10: Practicing the Habits of a Lifelong Learner

First, following the principles of Harry and Rosemary Wong (2004), the teacher will explain the general classroom procedures to be followed during the school year. The importance of students' class notebooks will be explained, and the syllabus will be handed out and reviewed.

Next, the teacher will have students complete an Academic Literacy Questionnaire (Burke, 2006), which will help students understand what is expected of them in school. The questionnaire can be used later to help the students see how their study skills have developed over the semester. Students will then create posters that describe in metaphors what reading and writing have been like for them.

During the second week of school, students will respond to a poem by Mary Oliver called "The Journey." Reading the poem aloud, the teacher will model how she asks questions and uses metacognitive strategies to develop an understanding of the text. Students will check off the different strategies that they see the teacher using. Students will be introduced to other reading strategies when the teacher distributes a handout that lists different marks they can use when they annotate texts. The teacher will also model how he or she might annotate "The Journey." This will show students the value of annotating texts.

Then students will be introduced to Bloom's Taxonomy. A poem by Lola Haskins, "Sleep Positions," will show them how they might use Bloom's Taxonomy to ask different kinds of questions. Students will practice writing questions after reading an excerpt from *The Autobiography of Malcolm X*.

The teacher will introduce students not only to the study of Greek and Latin derivatives, but also introduce dictionary work to help increase students' vocabularies. Students will be told to expect occasional vocabulary quizzes.

Finally, students will read the Sandra Cisneros story "Eleven" and will have the first of many all-class discussions based on literal, interpretive, and beyond-the-text questions they will have written about the story.

### ACT Course Standards

Unit 1 Introduction to English 10: Practicing the Habits of a Lifelong Learner	
A.1. Reading Across the Curriculum	a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
	b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.8. Words and Their History	a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)

Unit 1 Introduction to English 10: Practicing the Habits of a Lifelong Learner (continued)	
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
	b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
	c. Demonstrate correct use of capitalization
D.2. Application	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work

## Unit 2

### Where Do I Fit In? Exploring Identity and Culture through Literature

#### ACT Course Standards

Unit 2 Where Do I Fit In? Exploring Identity and Culture Through Literature	
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's work <i>Black Boy</i> and Jacob Lawrence's paintings)
A.5. Author's Voice and Method	b. Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker's poem "Women")
A.8. Words and Their History	a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
	c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
	h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement

<b>Unit 2 Where Do I Fit In? Exploring Identity and Culture Through Literature (continued)</b>	
B.2. Modes of Writing for Different Purposes and Audiences	<p>a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect</p> <p>f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters</p>
B.3. Organization, Unity, and Coherence	<p>a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>c. Add important information and delete irrelevant information to more clearly establish a central idea</p>
B.4. Sentence-Level Constructions	<p>a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity</p> <p>b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect</p> <p>e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose</p> <p>f. Use strong action verbs, sensory details, vivid imagery, and precise words</p>
B.5. Conventions of Usage	<p>a. Correctly spell commonly misspelled/confused words</p> <p>b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity</p> <p>c. Make subject and verb agree in number, even when there is some text between the subject and verb</p> <p>d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)</p> <p>e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified</p>
B.6. Conventions of Punctuation	<p>a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)</p> <p>b. Use punctuation correctly within sentences and words</p> <p>c. Demonstrate correct use of capitalization</p>
E. Study Skills and Test Taking	<p>a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted</p> <p>b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work</p>

### Unit 3 Summary

#### ***Warriors Don't Cry: Explorations of Culture, Identity, and History***

Students will use their recently developed definitions of culture and identity (created in Unit 2, *Where Do I Fit In?*) to think and write about their own identities as readers. They will also begin an investigation of the civil rights movement focusing on ways in which that series of historical events affected the identities and culture of Americans in the 1950s and 1960s.

In order to conduct an investigation into culture, identity, and the civil rights movement, students will first become acquainted with and analyze a famous photograph from the civil rights movement—the photograph of Elizabeth Eckford trying to enter Central High School in Little Rock, Arkansas, in 1957. Students will learn to read the photograph as a persuasive document. Next, students will take two or three days to analyze “My Dungeon Shook,” an essay James Baldwin wrote during the height of the civil rights movement. Students will look at the persuasive techniques Baldwin uses in this essay as well as the ways he speaks to issues of identity and history.

Students will then move back to the photograph of Eckford and read the story that surrounds it, the autobiography *Warriors Don't Cry*. This is the autobiography of Melba Pattillo Beals—one of the nine African American students who, in 1957 amid great controversy and national attention, first integrated Central High School in Little Rock.

Students will also be encouraged to see the protagonist of *Warriors Don't Cry* as a hero going on an internal and external journey. This will foreshadow the work they will do in Unit 4, *I Need A Hero!* Students will be encouraged to explore ways in which the protagonist's identity was affected by personal experience and by a major historical event. They will conduct background research on topics related to the desegregation of Central High School, viewing films of the event and reading about the event from the perspectives of others involved. Finally, they will read a report about current school desegregation issues.

Students will then read and discuss Alice Walker's short story “Everyday Use” as a rhetorical document, analyzing its “argument” and its comments on culture, identity, and history. Finally, students will write a definitional essay in which they will explore issues of culture, heritage, and identity in their own lives by defining an object, story, or event of importance to them.

#### **ACT Course Standards**

<b>Unit 3 <i>Warriors Don't Cry: Explorations of Culture, Identity, and History</i></b>	
A.1. Reading Across the Curriculum	<ul style="list-style-type: none"> <li>b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)</li> <li>c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms</li> </ul>
A.2. Reading Strategies	<ul style="list-style-type: none"> <li>a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts</li> <li>b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)</li> <li>c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions</li> <li>e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework</li> </ul>
A.3. Knowledge of Literary and Nonliterary Forms	<ul style="list-style-type: none"> <li>b. Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing <i>Fahrenheit 451</i> to Francois Truffaut's film version)</li> </ul>

Unit 3 <i>Warriors Don't Cry</i> : Explorations of Culture, Identity, and History (continued)	
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's work <i>Black Boy</i> and Jacob Lawrence's paintings)
A.5. Author's Voice and Method	a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
	b. Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts
	f. Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., Toni Cade Bambara's argument about social class in the U.S. in her short story "The Lesson")
	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea
	d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Construction	a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
	b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
	c. Evaluate source information (e.g., primary and secondary sources) for accuracy, creditability, currency, utility, relevance, reliability, and perspective

<b>Unit 3 <i>Warriors Don't Cry</i>: Explorations of Culture, Identity, and History (continued)</b>	
D.1. Comprehension and Analysis	d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
D.2. Application	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work
	d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

**Unit 4**  
**I Need a Hero: Joseph Campbell and *Siddhartha***

**ACT Course Standards**

Unit 4 I Need a Hero: Joseph Campbell and <i>Siddhartha</i>	
A.1. Reading Across the Curriculum	<ul style="list-style-type: none"> <li>b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)</li> <li>c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms</li> </ul>
A.2. Reading Strategies	<ul style="list-style-type: none"> <li>a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts</li> <li>b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)</li> <li>d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts</li> </ul>
A.3. Knowledge of Literary and Nonliterary Forms	<ul style="list-style-type: none"> <li>b. Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work’s theme or topic (e.g., comparing <i>Fahrenheit 451</i> to Francois Truffaut’s film version)</li> </ul>
A.4. Influences on Texts	<ul style="list-style-type: none"> <li>b. Describe archetypal images used in literature and film (e.g., the hero’s journey as portrayed in Herman Hesse’s novel <i>Siddhartha</i> and Bernardo Bertolucci’s film <i>Little Buddha</i>)</li> </ul>
A.5. Author’s Voice and Method	<ul style="list-style-type: none"> <li>a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer’s techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts</li> <li>b. Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts</li> <li>c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts</li> <li>f. Analyze an author’s implicit and explicit argument, perspective, or viewpoint in a text (e.g., Toni Cade Bambara’s argument about social class in the U.S. in her short story “The Lesson”)</li> <li>h. Identify the author’s stated or implied purpose in increasingly challenging texts</li> </ul>
A.6. Persuasive Language and Logic	<ul style="list-style-type: none"> <li>b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities</li> </ul>
A.7. Literary Criticism	<ul style="list-style-type: none"> <li>a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker’s poem “Women”)</li> </ul>
B.1. Writing Process	<ul style="list-style-type: none"> <li>a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information</li> <li>c. Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</li> <li>d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</li> </ul>

Unit 4 I Need a Hero: Joseph Campbell and <i>Siddhartha</i> (continued)	
B.2. Modes of Writing for Different Purposes and Audiences	d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	c. Add important information and delete irrelevant information to more clearly establish a central idea
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
	b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
E. Study Skills and Test Taking	d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

**Unit 5**  
**Nature as a Metaphor: A Sense of Time and Place**

**ACT Course Standards**

<b>Unit 5 Nature as a Metaphor: A Sense of Time and Place</b>	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.3. Knowledge of Literary and Nonliterary Forms	a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, speeches, essays) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
A.5. Author's Voice and Method	a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
	e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
	g. Describe what makes an author's style distinct from the styles of others
	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
A.7. Literary Criticism	b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning
	c. Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts
A.8. Words and Their History	b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
	d. Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
	e. Comprehend foreign words and phrases in texts that are commonly used in English
	h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
B.2. Modes of Writing for Different Purposes and Audiences	d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors

<b>Unit 5 Nature as a Metaphor: A Sense of Time and Place (continued)</b>	
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
B.5. Conventions of Usage	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
B.6. Conventions of Punctuation	b. Use punctuation correctly within sentences and words
D.2. Application	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work
	c. Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
	d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

**Unit 6**  
**Existentialism: Questions Without Answers**

**ACT Course Standards**

<b>Unit 6 Existentialism: Questions Without Answers</b>	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker’s poem “Women”)
	c. Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts
A.8. Words and Their History	a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
	c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
	d. Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
	b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples
B.3. Organization, Unity, and Coherence	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
B.4. Sentence-Level Constructions	b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
	d. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
	f. Use strong action verbs, sensory details, vivid imagery, and precise words
B.5. Conventions of Usage	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
	c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
	d. Compile and systematically organize important information to support central ideas, concepts, and themes
	e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others’ intellectual property (i.e., plagiarism)

**Unit 6 Existentialism: Questions Without Answers (continued)**

D.2. Application	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources

**Unit 7  
Dramatic Literature**

**ACT Course Standards**

Unit 7 Dramatic Literature	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, speeches, essays) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
	b. Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing <i>Fahrenheit 451</i> to Truffaut's film version)
	c. Read dramatic literature (e.g., <i>Cyrano de Bergerac</i> , <i>Pygmalion</i> ) and analyze its conventions to identify how they express a writer's meaning
A.4. Influences on Text	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's <i>Black Boy</i> and Jacob Lawrence's paintings)
	b. Describe archetypal images used in literature and film (e.g., the hero's journey as portrayed in Herman Hesse's novel <i>Siddhartha</i> and Bernardo Bertolucci's film <i>Little Buddha</i> )
	c. Explain the effects of the author's life upon his or her work (e.g., F. Scott Fitzgerald's experience with social class as reflected in his novel <i>The Great Gatsby</i> )
A.5. Author's Voice and Method	d. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
	e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
	f. Analyze an author's implicit and explicit argument, perspective, or viewpoint in text (e.g., Toni Cade Bambara's argument about social class in the U.S. in her short story "The Lesson")
	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of text or in other sources
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker's poem "Women")
	c. Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts
A.8. Words and Their History	e. Comprehend foreign words and phrases in texts that are commonly used in English
	f. Define and identify common idioms and literary, classical, and biblical allusions (e.g., "He had the patience of Job.") in increasingly challenging texts
	g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
B.1. Writing Process	b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park)
B.2. Modes of Writing for Different Purposes and Audiences	d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
	e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

<b>Unit 7 Dramatic Literature (continued)</b>	
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
D.1. Comprehension and Analysis	e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work

## Unit 8 Summary

### Analysis of Speeches

In this unit students will study persuasion in written and spoken texts. They will analyze five speeches: three by fictional characters (Cher Horowitz, Atticus Finch, and King Henry V) and two by important leaders of the twentieth century (Winston Churchill and a leader of students' choice).

As they study the speeches, students will extend their understanding of the Aristotelian concepts of ethos, pathos, and logos, and they will use those concepts to analyze the speeches. In addition, they will study the logic of arguments and the fallacies some speakers and listeners fall prey to, discuss the difference between fact and opinion, and learn how to analyze an argumentative essay prompt on the ACT® Writing Test.

Finally, students will reinforce all they've learned about persuasion by practicing it. They will write letters to the editor to argue in favor of a local policy change. Later, in small groups, they will choose a great modern speech to research. On the last day of class each student will turn in a worksheet analyzing the speech. They will present contextual information about their chosen speech, then they will perform it for their classmates.

### ACT Course Standards

Unit 8 Analysis of Speeches	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.5. Author's Voice and Method	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
	b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
	d. Distinguish between fact and opinion, basing judgments on evidence and reasoning
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker's poem "Women")
	b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning
A.8. Words and Their History	f. Define and identify common idioms and literary, classical, and biblical allusions (e.g., "He had the patience of Job.") in increasingly challenging texts
B.1. Writing Process	b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park)
B.2. Modes of Writing for Different Purposes and Audiences	c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
	e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea

<b>Unit 8 Analysis of Speeches (continued)</b>	
D.1. Comprehension and Analysis	a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
	b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
	c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
	e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience
D.2. Application	a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources
	f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings

**Unit 9**  
**Persuading Your Audience With Research**

**ACT Course Standards**

Unit 9 Persuading Your Audience With Research	
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
	b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
	d. Distinguish between fact and opinion, basing judgments on evidence and reasoning
A.8. Words and Their History	c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park)
	c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
B.2. Modes of Writing for Different Purposes and Audiences	c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	c. Add important information and delete irrelevant information to more clearly establish a central idea
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
	b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
	f. Correctly use parts of speech
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
	c. Demonstrate correct use of capitalization

<b>Unit 9 Persuading Your Audience With Research (continued)</b>	
C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
	b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
	c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
	d. Compile and systematically organize important information to support central ideas, concepts, and themes
	e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
	f. Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks