

Course Name:	English 9		
Credits:	1		
Prerequisites:	None		
Description:	This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 9th grade American History curriculum.		
Academic Standards:	Common Core State Standards for ELA		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1-Courage	Quarter 1--September-October	RL1-7, SL1, RI1-3 and 7, W2,4-10, L1-3 and 5, S	In this unit, students will read and discuss short stories, biographies, autobiographies, and an epic poems to analyze and apply the theme of "Courage" across multiple genres. Each student will also read a biography of a historical figure, research this figure, and create and deliver an effective presentation to illustrate how this historical figure has shown the theme of "Courage".
2-Love	Quarter 2--November-early January	RL1-4,7,9, and 10, SL1-2, W2-9, L1-3 and 5	In this unit, students will read and discuss a Shakespearean drama and multiple poems to analyze and apply the theme of "Love" across multiple genres. Each student will also write a definition essay about an emotion in order to explore an abstract concept using multiple strategies.
3-Struggle	Quarter 3--late January-March	RL1-7, SL1, L5, W1,2, 3, 4-6 and 9	In this unit, students will read and analyze two novels with similar themes set during the Great Depression and apply the theme of "Struggle" to each. Students will write literary analysis essays to compare the novels and how they illustrate this theme.
4-Change	Quarter 4--April-early June	SL1-6, RI1-3 and 9, W1 and 4-9	In this unit, students will read, watch, study, and explore media from the decades of 20th century America in order to better understand the modern history of American and make connections to their own lives. In a persuasive documented essay and presentation, students will research a controversial topic from one decade and share their viewpoints using evidence and media.
5-Vocabulary worksh	Alternating weeks for duration of school year	L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.
6-Article of the week	Alternating weeks for duration of school year	RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.

7-Writing Workshop	Mini Lessons at beginning of each class period	L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencng, usage, writing, and editing.
8-Independent novel	One novel required per semester	RL1-10, W10, L1-5	Each semester, students will choose a novel to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.

Unit Name: Courage	Length: Quarter 1--September-October
Standards: RL1-7, SL1, RI1-3 and 7, W2,4-10, L1-3 and 5, SL4-6	In this unit, students will read and discuss short stories, biographies, autobiographies, and an epic poems to analyze and apply the theme of "Courage" across multiple genres. Each student will also read a biography of a historical figure, research this figure, and create and deliver an effective presentation to illustrate how this historical figure has shown the theme of "Courage".
Essential Questions: -How does the theme of "Courage" apply to characters in multiple short stories and an epic poem? -What are the characteristics of a short story and how does an author use literary elements in a story? -What are the characteristics of an epic poem and how does it differ from other works? -How is an autobiographical essay effectively developed, organized, formatted, edited, and delivered?	Learning Targets: Students will be able to: -read short stories, biographies, autobiographies and an epic poem independently and collaboratively -contribute effectively to large and small group discussion -analyze short stories and an epic poem for content and literary elements -apply the theme of "Courage" across multiple genres -write an effectively organized, formatted, and edited autobiographical essay with an element about courage -create and deliver an effective presentation
Topic 1: Autobiography writing and class intro/expectations	Length: 2 weeks
Standard(s): W1,4-10	Academic Vocabulary: prewrite, details, sentence variety, organization, editing, revision
Lesson Frame: Write an autobiographical essay with an element about courage	We will: discuss effective essay prewriting, development, details, sentence variety, paragraph organization, formatting, and editing. I will: write an essay with effective development, details, sentence variety, paragraph organization, formatting, and editing
Lesson Frame: Deliver an autobiographical essay with an element about courage	We will: discuss effective essay delivery and listening skills. I will: deliver my essay with effective communication skills and listen intently to other presentations.
Performance Tasks: autobiography prewrite, notes about writing expectations, discussion, autobiography essay, autobiography speech	Notes:
Topic 2: Short story and narrative nonfiction reading and analysis	Length: 4 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read short stories	We will: read, discuss, analyze, and write about content and literary elements in short stories or narrative nonfiction. I will: (examples follow) -analyze and write about how the author uses foreshadowing to help readers anticipate what may happen next in a story -compare the decisions of two characters in a short essay -write an exit ticket explaining how a character has shown the theme of "courage" -create a plot diagram for this story -list and explain one internal and one external conflict -explain how a character show the theme of "courage" differently in the beginning and end of the story
Performance Tasks: Exit ticket, short quiz, concept map, peer discussion, teacher discussion, essay test	Notes: "The Most Dangerous Game", "The Scarlet Ibis", "Sweet Potato Pie", "The Gift of the Magi", "The Lady or the Tiger", "The Bass, the River, and Sheila Mant", "The Necklace", "Sucker", "The Interlopers"

	I will: take notes about character interactions and motivations.
Performance tasks: Exit ticket, short quiz, concept map, peer discussion, teacher discussion, discussion questions, essay test	Notes: <i>The Odyssey</i> reading and film
Topic 3: Epic poem reading and analysis	Length: 3 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: epic poem, Homer, Greek mythology, Trojan war, epic hero,
Lesson Frame: Read epic poem	We will: read, discuss, analyze, and write about content and literary elements in an epic poem. I will: (examples follow) -write an exit ticket about a character's decisions -discuss and share my views of whether a character is a hero -write a response about whether a character's actions were warranted -write an exit ticket to describe a character's interactions with another character
Lesson Frame: Watch a film based on the epic poem	We will: view a film based on the reading to better understand character interactions and motivations. I will: take notes about character interactions and motivations.
Performance tasks: Exit ticket, short quiz, concept map, peer discussion, teacher discussion, discussion questions, essay test	Notes: <i>The Odyssey</i> reading and film

Unit Name: Love	Length: Quarter 2--November to early January
Standards: RL1-4,7,9, and 10, SL1-2, W2-9, L1-3 and 5	In this unit, students will read and discuss a drama and multiple poems to analyze and apply the theme of "Love" across multiple genres. Each student will also write a definition essay about an emotion in order to explore an abstract concept using multiple strategies.
Essential Questions: -How does the theme of "Love" explored in a Shakespearean drama and multiple poems? -How does Shakespeare's language affect the reading of the play? -What are the characteristics of a play and how does Shakespeare use these elements? -What are the characteristics and literary terms specific to poetry and how do poems differ from other works? -How is it possible to portray an abstract concept, such as an emotion, in multiple ways?	Learning Targets: Students will be able to: -read a Shakespearean drama independently and collaboratively -read poems independently and collaboratively -contribute effectively to large and small group discussion -analyze a Shakespearean drama for content and literary elements -analyze poems for content and literary elements -apply the theme of "Love" across multiple genres -compile information to use in a definition essay -write a definition essay that explain an abstract concept (an emotion)
Topic 1: Shakespearean drama reading and analysis	Length: 4 weeks
Standard(s): RL1-4,7,9, and 10, SL1-2, L5	Academic vocabulary: William Shakespeare, The Globe, drama, comedy, tragedy, dramatic monologue, soliloquy, iambic pentameter, meter, stage directions, pun
Lesson Frame: Read a Shakespearean play	We will: read, discuss, analyze, and write about content and literary elements in a Shakespearean drama. I will: (examples follow) -write an exit ticket about a character's decisions -rewrite an important scene from the play in my own words -discuss and share my views of characters and their interactions -write a response about Shakespeare's language and its merit and difficulty -create a concept map about the different ways the theme of "love" is shown in the play
Lesson Frame: View a film based on a Shakespeare play	We will: view a film based on the reading to better understand character interactions and the theme of "love". I will: contribute to class discussion about the film and whether the characters are displaying the theme of "love".
Performance Tasks: notes, exit tickets, class discussions, concept maps, discussion questions, rewriting dialogue assignment, content and essay test	Notes:
Topic 2: Poetry reading and analysis	Length: 3 weeks
Standard(s): RL1-4,7,9, and 10, SL1, L5	Academic Vocabulary: Alliteration, assonance, imagery, simile, metaphor, personification, onomatopoeia, rhyme, rhyme scheme, rhythm, meter, stanza, allusion, speaker, parody
Lesson Frame: Read poems	We will: read, discuss, analyze, and write about content and literary elements in poetry.

	<p>I will: (examples follow)</p> <ul style="list-style-type: none"> <li>-identify literary terms present in each poem and write short notes about each</li> <li>-discuss the content of the poem with a partner and share ideas with the class</li> <li>-write a parody poem based on a sample</li> <li>-contribute to class discussion about the meaning and literary terms present in a poem</li> <li>-answer group analysis and discussion questions</li> <li>-write an exit ticket about my opinions of the content or style of a poem</li> </ul>
Performance Tasks: exit tickets, discussion questions, notes, group and class discussions, content and essay tests, parody poem	Notes: poems with the theme of "love" or connections to this theme
Topic 3: Definition essay writing and research	Length: 2 weeks
Standard(s): W2-9, L1-3	Academic Vocabulary: definition essay, simile, metaphor, synonym, antonym, introduction, conclusion, body, attention getter,
Lesson Frame: Definition essay intro and prewrite	<p>We will: study the format and elements of a definition essay and compile info.</p> <p>I will: complete a prewrite sheet to compile info for my definition essay.</p>
Lesson Frame: Definition essay writing	<p>We will: write definition essays that explain an abstract concept.</p> <p>I will: utilize the writing process to create an essay that effectively describes an emotion in multiple ways.</p>
Lesson Frame: Definition essay peer review and revision	<p>We will: collaboratively review and evaluate essays for content, organization, and grammar.</p> <p>I will: revise my essay while considering content, organization, and grammar.</p>
Performance Tasks: definition essay pre-write, definition essay, peer review sheet	Notes:

Unit Name: Struggle	Length: Quarter 3--late January-March
Standards: RL1-7, SL1, L5, W1,2, 3, 4-6 and 9	In this unit, students will read and analyze two novels with similar themes set during the Great Depression and apply the theme of "Struggle" to each. Students will write literary analysis essays to compare the novels and how they illustrate this theme.
Essential Questions: -How does the theme of "Struggle" apply to characters in multiple novels set during the same time period? -What are the characteristics of a novel and how does an author use literary elements in a novel? -What are the elements of an effective literary analysis/comparison essay? -How can writers use quotes and examples to prove their opinions in an essay?	Learning Targets: Students will be able to: -read a novel independently and collaboratively -contribute effectively to large and small group discussion -compare how a similar theme, setting, and event in American history is used in two novels -analyze novels for literary elements -write a literary analysis essay to compare two novels
Topic 1: Novel #1 reading and analysis	Length: 2 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read a novel	We will: read, discuss, analyze, and write about content and literary elements in a novel. I will: (examples follow) -create a concept map about a literary element -compare the decisions of two characters in a short essay -write an exit ticket explaining how a character has shown the theme of "struggle" -complete a quiz covering the content of a chapter -list and explain one internal and one external conflict -explain how a character show the theme of "struggle" differently in the beginning and end of the story -discuss an analysis question with a partner -evaluate the way a literary element is used in the novel
Lesson Frame: View a film based on a novel	We will: view a film based on the novel to better understand character interactions and the theme of "struggle". I will: contribute to class discussion about the film and how the characters are displaying the theme of "struggle".
Performance Tasks: quiz, concept map, exit ticket, discussion notes, discussion questions, group and class discussions, content and essay tests,	Notes: <i>Of Mice and Men</i>
Topic 2: Novel #2 reading and analysis	Length: 5 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read a novel	We will: read, discuss, analyze, and write about the content and literary elements in a novel

	<p>I will: (examples follow)</p> <ul style="list-style-type: none"> <li>-create a concept map about a literary element</li> <li>-compare the decisions of two characters in a short essay</li> <li>-write an exit ticket explaining how a character has shown the theme of "struggle"</li> <li>-complete a quiz covering the content of a chapter</li> <li>-list and explain one internal and one external conflict</li> <li>-explain how a character show the theme of "struggle" differently in the beginning and end of the story</li> <li>-discuss an analysis question with a partner</li> <li>-evaluate the way a literary element is used in the novel</li> </ul>
Lesson Frame: View a film based on a novel	<p>We will: view a film based on the novel to better understand character interactions and the theme of "struggle".</p> <p>I will: contribute to class discussion about the film and how the characters are displaying the theme of "struggle".</p>
Performance Tasks: quiz, concept map, exit ticket, discussion notes, discussion questions, group and class discussions, content and essay tests	Notes: <i>To Kill a Mockingbird</i>
Topic 3: Literary analysis/comparison essay	Length: 2 weeks
Standard(s): W1,2, 3, 4-6 and 9	Academic Vocabulary: literary analysis, thesis, introduction, conclusion, body, attention getter, quotes, theme
Lesson Frame: Literary analysis/comparison essay intro and prewrite	<p>We will: study the format and elements of a literary analysis/comparison essay and compile info and quotes.</p> <p>I will: complete a prewrite sheet to compile info and quotes for my literary analysis/comparison essay.</p>
Lesson Frame: Literary analysis/comparison essay writing	<p>We will: write literary analysis/comparison essays that analyzes and compares two novels with similar themes.</p> <p>I will: utilize the writing process to create an essay that effectively analyzes and compares two novels with similar themes.</p>
Lesson Frame: Literary analysis/comparison essay peer review and revision	<p>We will: collaboratively review and evaluate essays for content, organization, and grammar.</p> <p>I will: revise my essay while considering content, organization, and grammar.</p>
Performance Tasks: literary analysis/comparison essay, peer review sheet, essay prewrite	Notes:



Unit Name: Change	Length: Quarter 4--April to early June
Standards: SL1-6, RI1-3 and 9, W1 and 4-9,	In this unit, students will read, watch, study, and explore media from the decades of 20th century America in order to better understand the modern history of American and make connections to their own lives. In a persuasive documented essay and presentation, students will research a controversial topic from one decade and share their viewpoints using evidence and media.
Essential Questions: How do events from 20th century America relate to modern life today? How did American change from the beginning to the end of the 20th century? How can an exploration of various media help us understand the important people and events that contributed to modern society? How can a writer persuasively share viewpoints on a topic using valid research, evidence, and media? What elements are necessary to effectively document research in an essay or presentation? How has one important American historical figure illustrated the theme of "Change"?	Learning Targets: Students will be able to: -explain how events from 20th century America relate to modern life today -determine the importance of specific events and people who were portrayed in media of 20th century America -utilize effective research tactics to find information about a chosen topic -discuss and share their viewpoints using tact and evidence -write a persuasive essay using effective internal documentation and works cited page -research an important figure in American history
Topic 1: Study of media--decades of 20th century America	Length: 3 weeks
Standard(s): SL1-6, RI1-3 and 9	Academic Vocabulary: media, controversy
Lesson Frame: Media study from each decade	We will: (examples follow) -read articles about controversial topics, events, and people in 20th century America. -listen to, analyze, and discuss the music of each decade -read poems that are connected to important events, people, and literary movements of each decade -watch, discuss, and analyze videos of historical coverage, movie clips, and news stories about each decade -study and respond to the art of each decade  I will: (examples follow) -share my views and opinions in class discussion -write an exit slip about a facet of the lesson -analyze a poem, piece of art, or song and its connection to history -create a concept map about differences between people or events of multiple decades -actively read an article about a controversial event
Performance Tasks: exit ticket, concept map, notes, class discussion	Notes: -see M. Koshollek's pbworks page for possible people and events to study in each decade: <a href="http://mkskorner.pbworks.com/w/page/44944694/American%20Voices">http://mkskorner.pbworks.com/w/page/44944694/American%20Voices</a>
Topic 2: Persuasive research writing and presentation	Length: 3 weeks
Standard(s): W1 and 4-9, SL2-6	Academic Vocabulary: persuasive, thesis, documentation, internal documentation, works cited page, plagiarism, evidence, tact, media,
Lesson Frame: Persuasive research essay	We will: -research chosen persuasive topics -utilize the writing process to create an essay -write notes based on research -write a persuasive, documented essay based on a controversial person or event -study internal documentation and works cited page format -revise essays based on peer and teacher review comments

	<p>I will:</p> <ul style="list-style-type: none"> <li>-choose a persuasive topic from a decade of 20th century America</li> <li>-write effective notes based on research</li> <li>-write my essay using persuasive tactics and avoiding fallacies</li> <li>-internally document my essay using MLA style</li> <li>-create a correctly formatted works cited page</li> <li>-utilize evidence such as quotes, facts, statistics, anecdotes, and media to support my view</li> <li>-discuss my essay with peers and teacher</li> <li>-revise and edit my essay based on reviewer comments</li> </ul>
Lesson Frame: Persuasive research presentation	<p>We will:</p> <ul style="list-style-type: none"> <li>-create persuasive presentations using multiple forms of media</li> <li>-discuss effective delivery techniques for media presentations</li> <li>-deliver persuasive presentations</li> </ul> <p>I will:</p> <ul style="list-style-type: none"> <li>-utilize various forms of media to create a persuasive presentation based on my research of a 20th century decade's important event or influential person</li> <li>-practice effective presentation techniques</li> <li>-deliver my presentation using effective communication techniques and multiple forms of media</li> </ul>
Performance Tasks: Persuasive Research Essay and Presentation	Notes:
Topic 3: Historical biography reading and research	Length: 3 weeks
Standard(s): RI1-3 and 7, W2,4-10, L1-3, SL4-6	Academic Vocabulary: biography, thesis, introduction, conclusion, body, attention getter,
Lesson Frame: Read and take notes on a historical biography	<p>We will: read a historical biography for content, analysis, and connection to theme of "courage".</p> <p>I will: write effective notes about my historical biography subject.</p>
Lesson Frame: Research biography subject	<p>We will: utilize research techniques to find additional information about biography subject.</p> <p>I will: write notes about the life and courage of my historical biography subject.</p>
Lesson Frame: Create historical biography presentation	<p>We will: utilize technology to create a powerpoint presentation about courage of biography subjects</p> <p>I will: create and deliver a powerpoint that informs my audience and displays the courage of my biography subject.</p>
Performance Tasks: biography notes, teacher discussions, powerpoint and powerpoint delivery	Notes: collaborate with American history teacher and librarian to get additional books about important and courageous figures in American history

Unit Name: Vocabulary Workshop	Length: alternating weeks for duration of school year
Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.
Essential Questions: Why is it important to use Latin and Greek word families/word parts to identify vocabulary? How can a prefix, suffix, or other part of a word help a reader to understand the meaning of a word? How are words from the same Latin or Greek family similar?	Learning Targets: Students will be able to recognize and use grade level vocabulary from word families with Latin and Greek roots.
Topic 1: Vocabulary from Latin and Greek roots	Length: alternating weeks for duration of school year
Standard(s): L4 and 6	Academic Vocabulary: word families, prefix, suffix, word roots
Lesson Frame: Study vocabulary from Latin and Greek roots	We will: collaboratively study word families from Latin and Greek roots. I will: study vocabulary, participate in vocabulary activities, and complete vocabulary sheets and assessments.
Performance Tasks: quizzes, sentence writing, vocabulary sheets done collaboratively	Notes: Vocabulary from Latin and Greek Roots--Level 3

Unit Name: Nonfiction articles	Length: alternating weeks for duration of school year
Standards: RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.
Essential Questions: How do nonfiction articles differ from other writing? How are nonfiction articles organized? How can writers verify their viewpoints with evidence from a nonfiction article? How can the meaning of difficult vocabulary be determined using context clues? How are quotes or outside sources used in a nonfiction article? How are persuasive elements used in articles? How can a reader determine the validity of information presented in an article?	Learning Targets: Students will be able to: -independently and collaboratively read nonfiction articles -read for content -determine main idea and supporting evidence -summarize information -determine meaning of difficult vocab using context clues -find and utilize effective quotes -analyze writer's viewpoint -write persuasively
Topic 1: Reading informative and argumentative nonfiction articles	Length: alternating weeks for duration of school year
Standard(s): RI 1-6 and 8	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Read nonfiction articles	We will: read, discuss, and analyze nonfiction articles for content and persuasive elements. I will: independently and collaboratively practice active reading skills on nonfiction articles to determine content, main idea, and supporting evidence, practice effective summarization skills, determine meaning of difficult vocabulary, find and utilize effective quotes, and analyze writer's viewpoint.
Performance Tasks: active reading of articles, class and teacher discussion	Notes: Newsela articles, Reader's Digest articles, Article of the Week articles
Topic 2: Responding to articles in writing	Length: alternating weeks for duration of school year
Standards: W1-2, 9,10	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Article response	We will: respond to articles on an article response sheet or in an short essay. I will: write informatively and/or persuasively to share my viewpoint using evidence from a nonfiction article.
Performance Tasks: article response sheet, short essays in response to articles	Notes: article response sheet

Unit Name: Writing Workshop	Length: Mini-lessons at beginning of each class period
Standards: L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencing, usage, writing, and editing.
Essential Questions: How is punctuation used to organize and clarify writing? How is capitalization used correctly and effectively? What are the differences between commonly mistaken words? How can a writer edit sentences for length, style, clarity, and purpose? Why is it important to be able to locate, identify, and use parts of speech? How can a writer recognize commonly misspelled words and spell them correctly? How does the purpose of a piece of writing affect style, organization, and content? How does collaboration with peers improve the writing and editing process?	Learning Targets: Students will be able to (independently and collaboratively): -locate and identify parts of speech -edit sentences for length, style, clarity, and purpose -write for a variety of purposes -identify and use commonly mistaken words (homonyms) correctly -practice spelling commonly misspelled words -punctuate writing effectively -use capitalization effectively -collaborate with peers to address writing errors
Topic 1: Collaborative grammar, writing, and editing practice	Length: Mini-lessons at the beginning of each class period
Standard(s): L1-2	Academic Vocabulary: noun, verb, adjective, adverb, pronoun, conjunction, interjection, coordinating conjunction, gerund, active voice, passive voice, homonym, fragment, run-on, semi-colon, comma, article, preposition, introductory phrase
Lesson Frame: Daily writer's workshop lessons	We will: interactively practice grammar/editing/writing skills on a daily basis to improve our ability to communicate effectively in writing I will: contribute to writer's workshop lessons, notes, activities, and assessments to improve my ability to communicate effectively.
Performance Tasks: Writer's workshop notes, pre-test, workshop quizzes, and post-test	Notes:

Unit Name: Independent Novel Reading	Length: One novel required per semester
Standards: RL1-10, W10, L1-5	Outcomes: Each semester, students will choose a novel to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.
Essential Questions: -Which literary elements are important in this novel? -How do the content and themes of this novel apply to my life? -What is the author's purpose in writing this novel and why is it important? -How can I explore a facet of this novel in more detail? -How does the style of this novel compare to previously read novels? -How can I illustrate my understanding of the concepts of this novel in a creative and interesting way?	Learning Targets: Students will read a novel independently, analyze and evaluate its content and literary terms, and create a project that displays their understanding of at least one concept in the novel in more detail.
Topic 1: Independent Novel Reading	Length: One novel required per semester
Standard(s): RL1-10, W10, L1-5	Academic Vocabulary:
Lesson Frame: Independent novel reading	We will: read and analyze an independent novel. I will: examine and analyze the content and literary elements as I read my novel.
Lesson Frame: Independent novel journals	We will: utilize novel journals to explore our novels in more depth. I will: write about the content and literary elements of my novel in journal form.
Lesson Frame: Independent novel project	We will: show analysis of novels thorough chosen independent novel projects. I will: create a novel project which illustrates a literary facet of my novel that I want to explore more deeply.
Performance Tasks: novel journals, novel project, class discussions	Notes: