



Unit Title	Established Goals	Standards	Essential Questions	Evidence and Assessment
Short Stories- Elements of Fiction	Students will understand that authors use specific tools to create fiction. Students will understand that fictional stories can reflect the human experience and cause us to reflect and consider our own experience.	CCRA.R.2 CCRA.R.6 RL.9-10.2 W.9-10.1.D SL.9-10.1 A-D L.9-10.1.A,B L.9-10.4.A-D	Course EQ: How does learning to read, write, and think critically allow us to engage in our communities more effectively? How can literature reveal and reflect the human experience? How do authors employ tools to create fiction? Why are writing conventions important?	Short story analysis of five stories. Discussions Short Story Essay on one story
Memoir- Witness to History- Farewell to Manzanar	Students will understand the ways people employ writing to tell their stories. Students will understand and investigate the connection between memory and history.	RL.9-10.4,5 RI.9-10.4-8 W.9-10.2A-F W.9-10.4-6 SL.9-10.1 A-D	Why is it important for us to tell our stories? How can we most effectively tell our stories?	Primary Source Analysis Personal Essay
Novel-To Kill A Mockingbird	Students will understand how an author’s choice of character, point of view and setting in a novel help us understand the story as well as human development.	FCCRA.R.1 CCRA.R.7 RL.9-10.3 RL.9-10.4 W.9-10.3A SL.9-10.1 A-D	How does the place and time where we grow up impact our sense of right and wrong? Why is historical context important in fiction?	Close read activities Discussions Reading quizzes Movie Critique EQ Creative Project with written statement
Drama- Romeo and Juliet	Students will understand that drama can help us understand and think critically about the choices characters make. Students will understand how choices impact communities.	CCRA.R.3 RL.9-10.1. RL.9-10.3 W.9-10.1.C,E W.9-10.2A-F W.9-10.4-6 L.9-10.3,A	How do the choices characters make impact them and others? Do our choices matter? How can drama illustrate the complexity of decision making?	Participation Creative Piece (performance or other) Literary Analysis Essay
Poetry	Students will understand that poets use form, imagery, and figurative language to create meaning and emotion. Poetry can help us understand ourselves and others..	RL.9-10.4 W.9-10.4-6 SL.9-10.1 A-D L.9-10.5.A,B	How do poets employ form and figurative language to express ideas and emotions? How can you use your life experiences to express yourself creatively?	Where I’m From Poem Discussions/Analysis of Poetry Final Piece

High School Grade: 9-10

Year Course: ELL



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Unit Title	Established Goals	Standards	Enduring Understanding Essential Questions	Evidence and Assessment
The Language of Literature: Short Stories	-identify and explain the function of essential short story elements in the writer's craft	CCSS.ELA. RL9-10.1-3 W.9-10.2	When determining themes, readers analyze details across the story that show the central conflict, the character's response, and the outcome of the story. -What "big idea" is the author communicating through this story? -How do authors develop characters directly and indirectly?	-Formal, analytical essay -One Pager -Pre-Mid-Post Assessments
Modes of Discourse	-demonstrate literal and inferential comprehension of works of non-fiction through participation in discussion and writing activities -identify and describe the "rhetorical situation" -understand ethos, logos, and pathos	CCSS.ELA-LITERACY RI.9-10.8 RI.9-10.10 W.9-10.1 W.9-10.4 SL.9-10.2 SL.9-10.4 L.9-10.2	-How can I extend my knowledge and skills around argumentation by understanding the four modes of discourse (argument, description, exposition, and narrative), and rhetorical strategies/organizational patterns (exemplification, contrast/comparison, cause/effect, classification/division, process analysis, definition, description, narration, and argument) as specific approaches a writer or speaker employs to achieve an intended argumentative purpose?	-Revised, polished writing displaying mastery of chosen mode of discourse -Multiple-choice, fill-in-the-blanks, and short-answer test -Oral presentation
Novel Study: Coming of Age	-identify and explain the significance of the essential literary elements of novels -trace and analyze that events that change the dynamic character in a novel	CCSS.ELA RL.9-10.1-4, 6, 9 RI.9-10.1-4 W.9-10.4-9 SL.9-10.1 L.9-10.1-3	Change is necessary for growth. All cultures have rites of passage. -How is the archetypal theme of "coming of age" relevant to teenagers today? -Why are "coming of age" novels so important to an understanding of one's individuality and identity?	-Visual/Creative Project -Collaborative Assignment -Creative, narrative writing
Drama	-identify types of drama and explain the function of essential dramatic elements or devices	CCSS.ELA-LITERACY RL.9-10.7 RL.9-10.10 W.9-10.	Understanding the element of drama will enhance comprehension of the genre. There are various interpretations of a given piece of literature. -Why would an author use the genre of drama instead of a narrative to tell a story? -How does visualizing the action and the interactions between characters help you comprehend the story better?	-Memorization and recitation of a dramatic monologue -Pre-Mid-Post Assessments
Poetry	-identify and explain the significance of the essential elements of a writer's craft in given poems	RL.9-10.2 and 4-5 W.9-10.4	Poetry is similar to, and different from, prose. A poet's style affects our reactions to and our understanding of the poem. -Why should we study poetry? -How is poetry relevant to our lives? -How can reading, hearing, and talking about poetry help us appreciate it?	-Inquiry into a poet, analysis into his/her style, mimic his/her style in your writing of poetry

High School Grade 10: Year Course: English 10



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Short Stories- Elements of Fiction	Students will understand that authors use specific tools to create fiction. Students will understand that fictional stories can reflect the human experience and cause us to reflect and consider our own experience.	CCRA.R.2 CCRA.R.6 RL.9-10.2 W.9-10.1.D SL.9-10.1 A-D L.9-10.1.A,B L.9-10.4.A-D	How do authors employ tools to create fiction? Why are writing conventions important?	Short story analysis of five stories. Discussions Short Story Essay on one story
Novel- Fahrenheit 451	Students will understand: -that dystopian literature can critique and reveal truth about society -Reading, writing, and thinking critically can help us understand and confront injustices in society -technology can have positive and negatives effects -writing conventions and process for essay writing	FCCRA.R.1 CCRA.R.7 RL.9-10.3 RL.9-10.4 W.9-10.3A SL.9-10.1 A-D	What is the responsibility of the individual in society? How can fiction reveal truth? Can literature impact social change? What are the costs and benefits of technology? Is censorship, in any form, justified? How does mass media impact our thoughts? What forms does resistance take?	Close read activities Discussions Reading quizzes Essential Questions Essay
Memoir: Night	Students will understand the ways people employ writing to tell their stories. Students will understand and investigate the connection between memory and history. Students will understand that we can learn important lessons from studying the holocaust.	RL.9-10.4,5 RI.9-10.4-8 W.9-10.2A-F W.9-10.4-6 SL.9-10.1 A-D	How and why should the holocaust be remembered? What does it mean to face history? Why should we study atrocities and how do personal accounts help us understand these histories?	Primary Source analyses Personal Essay Project with Holocaust and Intolerance Museum
Modes of Discourse: Focus on Writing	Students will understand how to evaluate sources, conduct and document research. Students will understand how to stylize and format their writing for an intended purpose and audience. Students will understand the importance of the writing process in publishing a final piece.	RI.9-10.1-8 W.9-10.1 A-E W.9-10.2 A-F W.9.4-8, 9b, 10	How do our choices in writing help us convey our ideas? How are style and format influenced by purpose? Why are writing conventions important? How does the writing process help us to improve our communication? How can I conduct and document my research?	Writing Process culminating in a research paper.

High School Grade: 11/12 AP Language
Year Course: 2020-21



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Unit Title	Established Goals	Standards	Enduring Understanding Essential Questions	Evidence and Assessment
U1 Rhetorical Analysis (AP) and Native Americans and European Contact (ELA, American Lit.)	1.a Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs. 3.a Reading – Identify and explain claims and evidence within an argument. 4.a Writing – Develop a paragraph that includes a claim and evidence supporting the claim.	CCSS.ELA.Literacy 11-1:2 RL: 1, 2, 4, 5, 6 RI: 1, 5, 6 W: 1, 2, 4, 8, 9 SL: 1	<ul style="list-style-type: none"> • What is an “American”? • How is an American identity created? • What can stories reveal about a culture and time period? • Why have people come to America, and why do they continue to come to America? 	<p>AP Texts for Process Writing: Identify claim; write analytical paragraph (x2) from “Asian Men Can Jump” by Gish Jen</p> <p>from “What to Do With the Kids This Summer? Put 'Em to Work” by Ben Sasse</p> <p>Inquiry: Protests/Marches in US</p> <p>ELA Anchor Texts Tasks: Inquiry: creation Myths “The World on the Turtle’s Back” inferencing</p> <p>Tecumseh and Henry handout</p> <p>Manifest Destiny Handout</p> <p>Rhetorical Response writing</p> <p>End-of-Unit MC Test</p> <p>Independent Study/Blogging Challenge</p>
U2 Rhetorical Analysis (AP) and Early Colonizers/Puritans (ELA, American Lit.)	1.A 2.A 3.B 4.B (See above, same as U1) 5.C Recognize and explain the use of methods of development to accomplish a purpose. 6.C Use appropriate methods of development to advance an argument.	ELA: RI.11-12.2 ELA: RI.11-12.6 ELA: W.11-12.7 ELA: W.11-12.4 ELA: SL.11-12.3 ELA: L.11-12.5	<ul style="list-style-type: none"> • What do we learn about acceptance from the interaction of the Native Americans and Puritans? • What were the similarities and differences between the Native American and Puritan cultures? • What is the relationship between literature and place? • How does literature shape/reflect society and vice versa? • What makes American literature <i>American</i>? 	<p>AP Rhetorical Analysis 1 and 2</p> <p>INQUIRY: US History--Hardships (unify or divide?)</p> <p>Personal Narrative: What do you value most?</p> <p>Vocabulary and Terms, end-of-unit Test</p>

	<p>5.C Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>6.C Use appropriate methods of development to advance an argument.</p>			
<p>U3 Argumentative Writing (AP) and “An Emerging Nation” (Founding Documents (ELA)</p>	<p>1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>2.B Demonstrate an understanding of an audience’s beliefs, values, or needs.</p> <p>3.A Identify and explain claims and evidence within an argument.</p> <p>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p>4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>	<p>RI.11-12.3</p> <p>RI.11-12.6</p> <p>W.11-12.1.A</p> <p>W.11-12.3</p>	<ul style="list-style-type: none"> • What is the relationship between literature and place? • How does literature shape/reflect society and vice versa? • What makes American literature <i>American</i>? • How did the events of the Revolution change/create the American identity? • Are the ideas and ideals of the Revolution still relevant in the 21st century? • How did the outcomes of the Revolutionary period affect the different segments of American society? 	<p>2 AP DCQ Paragraphs</p> <p>Pick one of the art pieces listed for this unit. Write a narrative which tells the story of one of these pieces. Use details from the art piece and from your independent inquiry within your story.</p> <p>Ethos, Logos, Pathos task</p> <p>Creative writing: D of I to parent(s) or teacher(s)</p> <p>Most important sentence task--connect to current event</p> <p>Virtues task</p> <p>Independent study/Blogging Challenge</p>
<p>U4 Argumentative Writing (AP) and Transcendentalism (ELA)</p>	<p>5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</p> <p>6.A Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>8.A Strategically use words, comparisons, and syntax to</p>	<p>RL.11-12.9</p> <p>W.11-12.5</p> <p>L.11-12.6</p> <p>SL.11-12.</p>	<ul style="list-style-type: none"> • What is Transcendentalism? • Who were the Transcendentalists? • How can we describe the mindset of a Transcendentalist? • How can I be deliberate about my own beliefs and actions within my society? • 	<p>2 AP DCQ essays</p> <p>Independent Study/Blogging Challenge</p> <p>Inquiry into American Romanticism; Hudson River School</p> <p>View and write critique: <i>Dead Poet’s Society</i></p> <p>AP MC practice test</p> <p>Vocabulary, Terms, and End-of-Unit test</p>

	convey a specific tone or style in an argument.			
U5 Synthesis Writing (AP) and late 19th Century American Romanticism (and Abe Lincoln and Frederick Douglas)	<p>3.A Identify and explain claims and evidence within an argument.</p> <p>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>6.A Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>5.C Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>6.C Use appropriate methods of development to advance an argument.</p>	<p>CCSS.ELA-Literacy. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-Literacy. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-Literacy. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-Literacy. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<ul style="list-style-type: none"> • What is American Romanticism? • How does <i>The Gettysburg Address</i> connect to <i>The Declaration of Independence</i>? • What do the pieces we read tell us about American society and values during a particular time period? • How is the "American Experience" reflected in 19th century texts? (And why are we still reading these texts?) 	<p>Read, annotate synthesis prompt with 6 sources; write claim and find support</p> <p>Independent Study/Blogging Challenge</p> <p>American Literature, Author Study (Student Choice; short stories or poetry)</p> <p>GA task</p> <p>FD Close Reading activity, Vocabulary Test, and writing task</p> <p>"AIAW?" handout</p>