

HISD | Secondary Curriculum and Development

ALIGN, ADVANCE, ENGAGE.
2018-2019 Syllabus
English Language Arts – College Prep English

Chancery Course Number	Chancery Course Name	Transcript Name	
ELC9306A	COLL PREP ELA A	CPELA A	CP110100
ELC9306B	COLL PREP ELA B	CPELA B	CP110100

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Target Students

Grade 12 students whose performance on STAAR EOC exams, high school coursework, college entrance exams (such as PSAT, SAT, ACT, etc.), or the College Board's TSI Assessment indicates they are not prepared to perform entry-level college coursework in English Language Arts. This course is designed to advance college and career readiness.

Prerequisites

Satisfactory performance on the English I & II STAAR/EOC examinations and successful course completion of English I, II, and III.

Course Description

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering of HCC, grants the student an exemption to TSI requirements for reading and writing at the partnering institution.

Course Purpose

This course is designed to develop students as critical readers, thinkers, and purposeful writers prepared for college success in introductory courses across disciplines.

Learning Objectives & Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.

GLOBAL GRADUATE



PS - State Process Standard

AR - Aligned to Upcoming State Readiness Standard

R - State Readiness Standard

S - State Supporting Standard

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Page 1 of 19

8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

Outline of Instruction:

I. Writing

- (A) Determining effective approaches, forms, and rhetorical techniques to communicate purpose to an audience.
- (B) Generating ideas and gathering information.
- (C) Evaluating relevance, quality, sufficiency, and depth of preliminary ideas and information.
- (D) Formulating a thesis.
- (E) Recognizing the importance of revision as the key to effective writing.
- (F) Edit writing for proper voice, tense, and syntax.

II. Reading

- (A) Making complex inferences and supporting inferences with text evidence.
- (B) Understanding and incorporating new vocabulary and academic concepts.
- (C) Analyzing and evaluating information within and across texts and genres.
- (D) Connecting literary and other texts to personal experience and historical circumstances.

III. Communication Skills

- (A) Understanding formal and informal communication.
- (B) Developing effective speaking styles for group and one-on-one situations.
- (C) Applying listening skills in a variety of settings.

IV. Research

- (A) Formulating research questions
- (B) Exploring research topics
- (C) Developing a research plan
- (D) Gathering relevant sources
- (E) Evaluating validity and reliability
- (F) Synthesizing and organizing information
- (G) Designing and presenting
- (H) Using source material ethically

English Language Arts – College Prep English

Course Policies and Procedures

Preparedness: Students are expected to read and complete all assignments **BEFORE** coming to class. Homework is due at the beginning of the class. There will be interaction, discussion and/or group work every day. Students are expected to bring supplies daily in preparation.

In-class writing, discussions and workshops: Expect to discuss and write each day. Because of the workshop atmosphere of College Preparatory English, class discussion is encouraged. However, members of the class need to respect other students' contributions to class discussion. Talking that disrupts the group discussion or talking that hampers the learning of the class as a whole is inappropriate and will not be tolerated. Similarly, any cell phone usage that takes students' attentions away from instructional work is not acceptable.

Class Participation: Your participation is required in class. One of the ingredients for a successful college student is having the ability to bring your own thoughts, considerations and opinions to a discussion. **There is no wrong answer or thought.** We are all different people coming to this educational experience with something to offer. Your thoughts offer a diversity of perspective that can inform a conversation, offer insightful dialogue, and present potential new avenues of discussion. Please try to take the risk of sharing with the class; we will ALL benefit from each other if we can achieve this.

Independent Reading: A major component of this course is independent reading, even when you are not directly applying your independent reading text in a lesson. In order for you to attain a college-ready reading level, you must read a lot, even beyond the scope of the readings built into this course. Every unit has suggested texts that are thematically connected, but you may choose to branch out into other texts. All of the listed texts can be found either on MackinVia or the Houston Public Library's digital collection. You may also look in your classroom library for books to read.

Course Resources: For this course, you will need a laptop. You will also need to know how to access MackinVia on the Hub, and you will need to sign up for a Houston Public Library card so that you can access their digital resources.

Format for Papers: Use Times New Roman 12pt font ONLY, double spaced with a 1" margin all the way around. Check your default settings. Always follow standard MLA format for papers. Each paper will be submitted via hardcopy, printed on white, standard, 8"x11" paper.

Scholastic Dishonesty

Scholastic dishonesty includes cheating on a test, plagiarism, and collusion:

- **Cheating on a test**—copying from someone else's paper or using unauthorized materials during a test;
- **Plagiarism**—using another person's words, information, or ideas in your own written work without appropriate acknowledgement (and quotation marks when exact words are used); **collusion**—secretly collaborating

Please note the possible consequences of such dishonesty may include a grade of 0 or F for the particular assignment.



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Late Work and Make-up work

A hard copy of all in-class papers is due at the beginning of the period on the date designated in this syllabus. An electronic copy of all assignments may also be requested. If a paper cannot be submitted on time, the student must request an extension, preferably prior to the due date and in writing, via email. The extension may or may not be granted at the instructor's discretion.

For each day an assignment is late a student will lose 10 points on their overall score. An assignment may no longer be submitted after the fourth day unless an agreement with the instructor was made prior to said day.

Materials

You are expected to come prepared to class with a:

- writing utensil (blue or black pen preferred)
- pack of paper
- composition notebook

Grading Scale

Essays/Tests/Projects	50%
Quizzes / Classwork	30%
Homework/Participation	20%

Assignment Grading Scale

A (90-100%)

- Outstanding work demonstrating thorough understanding of concepts and requirements

B (80-89%)

- Superior work, surpasses an "average" performance

C (75-79%)

- Satisfactory work

D (70-74%)

- Less than adequate or incomplete

F (0-69%)

- Not adequate, little effort demonstrated, almost no contact with instructor

A passing grade according to HISD grading standards is a 70+. In order to pass this class and qualify to take HCC's English 1301, students must pass both semesters and the final exam with a 75+.

Remember that your grade is your responsibility. If you have any questions or concerns, it is up to **you** to make an appointment with the instructor for additional tutoring or assistance. The instructor will always be available during conference periods or after school. Parents are welcome and encouraged to contact the teacher to assess how the student is progressing toward successful completion of this course.



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Tutorials

Ms. Salazar will hold tutorials Tuesday and Thursday of each week from 0730-0830 or upon request for appointment.



Course Outline

Cycle 1: Self and Selfies

In this unit, students will explore memoir excerpts and essays, as well as a book club text, while focusing on reviewing the techniques of critical reading, responsive writing, and discourse. Through mini-lessons and book club discussions, students will explore things like theme, tone, figurative language, characterization, and diction. Thematic discussion will center around the difference faces we use, both public and private, and what we choose to present of ourselves to the world. To conclude the unit, students will write a memoir with descriptive techniques utilizing all the steps of the writing process.

Guiding Question(s)	<ul style="list-style-type: none"> What is the difference between our public face and our private face? What role do others' perceptions play in our self-image? What role do things like culture and heritage play in our self-image? What role does physical ability and/or appearance play in our self-image?
Final Product	Memoir (Suggested Topic) <i>Students will write a memoir that explores their public and private faces.</i>
Key Concepts	<p><u>Reading</u>: imagery, figurative language, tone, mood, organization, dialogue, point of view, purpose, theme, text-to-self connections</p> <p><u>Writing Process</u>: pre-writing, organization, main idea, theme, characterization, syntactical structure, purpose</p>
Focus CCRS Standards	<p>Writing</p> <p>A4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.</p> <p>A5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p> <p>Reading</p> <p>A3. Identify explicit and implicit textual information including main ideas and author's purpose.</p> <p>A4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.</p> <p>A6. Analyze imagery in literary texts.</p> <p>A7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.</p> <p>A10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.</p> <p>A11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p>B1. Identify new words and concepts acquired through study of their relationships to other words and concepts.</p>

	<p>C1. Read a wide variety of texts from American, European, and world literatures.</p> <p>C2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p> <p>D1. Describe insights gained about oneself, others, or the world from reading specific texts.</p> <p><u>Speaking</u></p> <p>B1. Participate actively and effectively in one-on-one oral communication situations.</p> <p>B2. Participate actively and effectively in group discussions.</p> <p><u>Listening</u></p> <p>A2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.</p> <p>A3. Use a variety of strategies to enhance listening comprehension.</p> <p>B2. Listen actively and effectively in one-on-one communication situations.</p> <p>B3. Listen actively and effectively in group discussions.</p>
Suggested Book Club Texts	<ul style="list-style-type: none"> • Texts on MackinVia <ul style="list-style-type: none"> • <i>Laughing at My Nightmare</i> by Shane Burcaw • <i>Americanized: Rebel Without a Green Card</i> by Sara Saedi • <i>I Am Malala</i> by Malala Yousafzai • <i>How I Discovered Poetry</i> by Marilyn Nelson • <i>Lab Girl</i> by Hope Jahren • <i>Undocumented: A Dominican Boy's Odyssey From a Homeless Shelter to the Ivy League</i> by Dan-el Padilla Peralta • <i>A Long Way Home</i> by Saroo Brierley

Cycle 2: Gender and Society

In this unit, students will read both fiction and nonfiction texts to explore literary and rhetorical devices. In thematic discussions, they will consider the role of gender in society, and the ways in which it is culturally constructed. Students will have many chances to practice literary interpretation and rhetorical analysis through short writings and discussions before the two major essays in this unit. Topics covered will include literary and rhetorical devices, argument analysis, analytical writing, research techniques, and formal academic paper structure.

Guiding Question(s)	<ul style="list-style-type: none"> How are gender roles constructed? How do gender roles vary between societies? How do gender roles shift and change over time, and what causes this to happen? To what extent are gender roles dangerous?
Final Product	<p>Assignment 1: Literary Analysis (Suggested Topic) <i>Write an essay that expresses a critical interpretation/evaluation of the work.</i></p> <p>Assignment 2: Informational Analysis (Suggested Topic) <i>Write an essay that analyzes how the author of the reading selection makes a valid, effective argument through the use of rhetorical/literary devices and/or strategies.</i></p>
Key Concepts	<p><u>Assignment 1 – Literary Reading</u>: author's purpose, theme, main idea, literary devices <u>Writing</u>: thesis, topic sentence, assertion, writing process, thematic statement</p> <p><u>Assignment 2 – Informational Reading</u>: point of view, claim/stance, rhetorical and literary devices, credibility, evidence <u>Writing</u>: academic voice, purpose, main idea, evaluation of information</p>
Focus CCRS Standards	<p><u>Writing</u> A1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. A3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p><u>Reading</u> A1. Use effective reading strategies to determine a written work's purpose and intended audience. A4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. A5. Analyze the presentation of information and the strength and quality of evidence used by the author and judge the coherence and logic of the presentation and the credibility of an argument. A9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.</p>

	<p>A11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. B1. Identify new words and concepts acquired through study of their relationships to other words and concepts. B2. Apply knowledge of roots and affixes to infer.</p> <p><u>Speaking</u> A1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding. B1. Participate actively and effectively in one-on-one oral communication situations. B2. Participate actively and effectively in group discussions.</p> <p><u>Listening</u> A2. Interpret a speaker's message; identify the position taken and the evidence in support of that position. A3. Use a variety of strategies to enhance listening comprehension. B2. Listen actively and effectively in one-on-one communication situations. B3. Listen actively and effectively in group discussions.</p> <p><u>Research</u> A2. Explore a research topic. B1. Gather relevant sources. B2. Evaluate the validity and reliability of sources. B3. Synthesize and organize information effectively.</p>
<p>Suggested Independent Reading Texts</p>	<ul style="list-style-type: none"> • Texts on MackinVia <ul style="list-style-type: none"> • <i>Mask of Shadows</i> by Linsey Miller • <i>Symptoms of Being Human</i> by Jeff Garvin • <i>Ramona Blue</i> by Julie Murphy • <i>We Should All Be Feminists</i> by Chimamanda Ngozi Adichie • <i>Simon vs the Homo Sapiens Agenda</i> by Becasky Albertalli • <i>They Both Die at the End</i> by Adam Silvera • <i>The 57 Bus</i> by Dashka Slater • <i>Asking For It</i> by Louise O'Neill • <i>Moxie</i> by Jennifer Mathieu • <i>If I Was Your Girl</i> by Meredith Russo • <i>Aristotle and Dante Discover the Secrets of the Universe</i> by Benjamin Alire Saenz • <i>The Knife of Never Letting Go</i> by Patrick Ness • <i>Every Day</i> by David Levithan • Texts Available Digitally Through Houston Public Library <ul style="list-style-type: none"> • <i>Leviathan</i> by Scott Westerfeld • <i>Tomboy: A Graphic Memoir</i> by Liz Prince • <i>The Left Hand of Darkness</i> by Ursula K. LeGuin • <i>Middlesex</i> by Jeffrey Eugenides

	<ul style="list-style-type: none"> <i>The Handmaid’s Tale</i> by Margaret Atwood <i>Symptoms of Being Human</i> by Jeff Garvin <i>The Perks of Being a Wallflower</i> by Stephen Chbosky
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Cycle 3: Fandom and Fame

Through a variety of genres, including social media posts, students will explore the world of fandom and fame—its upsides and its downsides. They will explore the elements of argument, including appeals to the audience, evaluation of evidence, and persuasive language. Students will identify author purpose, bias, argument structure, and rhetorical devices. As a culmination, students will craft their own argument essay around the theme of fandom and fame. They will also draft a proposal for an organization or event (such as ComicCon or the NFL) offering suggestions for creating a space that is equitable and safe.

Guiding Question(s)	<ul style="list-style-type: none"> How is a fandom created and maintained? In today's world, what constitutes fame? What are the roles and responsibilities of someone who has a large public platform? What are the limitations of that platform? To what extent can fandom or fame become toxic? How can we prevent this from happening?
Final Product	<p>Argumentative Essay: (Suggested Topic) <i>Write an essay that takes a stand on an issue involving fandom and fame and includes both evidence and a call to action for the audience.</i></p> <p>Proposal: <i>Create a proposal for a specific organization or event outlining suggestions for creating a space that is equitable and safe.</i></p>
Key Concepts	<p><u>Reading</u>: Rhetorical appeals, rhetorical devices and strategies, organizational patterns, concessions, counterarguments, evidence, bias, quality of evidence, persuasive language</p> <p><u>Writing</u>: thesis, summarization, organizational patterns, writing process, modes of argumentation, persuasive language, audience awareness</p>
Focus CCRS Standards	<p><u>Writing</u></p> <p>A1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.</p> <p>A2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>A4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.</p> <p>A5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p> <p><u>Reading</u></p> <p>A2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.</p> <p>A3. Identify explicit and implicit textual information including main ideas and author's purpose.</p> <p>A5. Analyze the presentation of information and the strength and quality of</p>

	<p>evidence used by the author and judge the coherence and logic of the presentation and the credibility of an argument.</p> <p>A8. Compare and analyze how generic features are used across texts.</p> <p>A11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p><u>Speaking</u></p> <p>A2. Adjust presentation to particular audiences and purposes.</p> <p>B1. Participate actively and effectively in one-on-one oral communication situations.</p> <p>B2. Participate actively and effectively in group discussions.</p> <p>B3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.</p> <p><u>Listening</u></p> <p>A1. Analyze and evaluate the effectiveness of a public presentation.</p> <p>B1. Listen critically and respond appropriately to presentations.</p> <p><u>Research</u></p> <p>B1. Gather relevant sources.</p> <p>C1. Design and present an effective product.</p>
Suggested Independent Reading Texts	<ul style="list-style-type: none"> • Texts on MackinVia <ul style="list-style-type: none"> ◦ <i>Fangirl</i> by Rainbow Rowell ◦ <i>Stranger than Fan Fiction</i> by Chris Colfer ◦ <i>Geekerella</i> by Ashley Poston ◦ <i>Ready Player One</i> by Ernest Cline ◦ <i>Eliza and Her Monsters</i> by Francesca Zappia ◦ <i>Something Real</i> by Heather Demetrios ◦ <i>Warcross</i> by Marie Lu ◦ <i>The Berlin Boxing Club</i> by Rob Sharenow • Texts Available Digitally Through Houston Public Library <ul style="list-style-type: none"> ◦ <i>Ship It</i> by Britta Lundin ◦ <i>Born to Rock</i> by Gordon Korman ◦ <i>Audrey, Wait!</i> By Robin Benway ◦ <i>Bang</i> by Barry Lyga ◦ <i>Symptoms of Being Human</i> by Jeff Garvin ◦ <i>Gena/Finn</i> by Hannah Moskowitz ◦ <i>The Fame Game</i> by Lauren Conrad ◦ <i>Kat and Meg Conquer the World</i> ◦ <i>Follow Me Back</i> by A.V. Geiger

Cycle 4: Heroes and Villains

In this unit, students engage in reading for the purpose of analyzing the construction of heroes and villains in various cultures. Students will examine fiction and nonfiction texts through literary criticism lenses such as critical race theory, socio-historical theory, queer theory, feminist theory, and reader response. Students will then create a visual analysis essay which examines a text using one of the literary theories or perspectives studied.

Guiding Question(s)	<ul style="list-style-type: none"> Who do we, as a society, cast as heroes and villains and why? How do heroes and villains reflect our values and our fears? How have the qualities of heroes and villains changed with society?
Final Product	<p>Visual Literary Analysis</p> <p>(Suggested Topic) <i>Write a paper with visual components discussing the interpretation of a literary piece by analyzing the author's construction of heroism and villainy through the literary criticism lens of your choice.</i></p>
Key Concepts	<p><u>Reading</u>: literary theories, assumptions, cultural bias, cultural connections, archetypal characters, connotative diction, figurative language, characterization, symbolism, imagery, themes, elements of narrative, influence of myths</p> <p><u>Writing</u>: analysis, thesis statement, thematic statement, embedded quotations, text evidence, sentence variety</p>
Focus CCRS Standards	<p><u>Writing</u></p> <p>A2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>A3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>A4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.</p> <p><u>Reading</u></p> <p>A1. Use effective reading strategies to determine a writer work's purpose and intended audience.</p> <p>A3. Identify explicit and implicit textual information including main ideas and author's purpose.</p> <p>A6. Analyze imagery in literary texts.</p> <p>A7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.</p> <p>C1. Read a wide variety of texts from American, European, and world literatuers.</p> <p>C2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p> <p>C3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.</p> <p>C4. Analyze and compare the use of language in literary works from a variety of world cultures.</p>

	<p>D1. Describe insights gained about oneself, others, or the world from reading specific texts.</p> <p>D2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.</p> <p><u>Speaking</u></p> <p>B1. Participate actively and effectively in one-on-one oral communication situations.</p> <p>B2. Participate actively and effectively in group discussions.</p> <p><u>Listening</u></p> <p>A2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.</p> <p>B2. Listen actively and effectively in one-on-one communication situations.</p> <p>B3. Listen actively and effectively in group discussions.</p>
Suggested Independent Reading Texts	<ul style="list-style-type: none"> • Texts on MackinVia <ul style="list-style-type: none"> ○ <i>Heartless</i> by Marissa Meyer ○ <i>The Young Elites</i> by Marie Lu ○ <i>Dorothy Must Die</i> by Danielle Page ○ <i>A Million Worlds With You</i> by Claudia Gray ○ <i>Miles Morales, Spider-Man</i> by Jason Reynolds ○ <i>And I Darken</i> by Kiersten White ○ <i>The Hunger Games</i> by Suzanne Collins ○ <i>The Isle of the Lost</i> by Melissa De La Cruz • Texts Available Digitally Through Houston Public Library <ul style="list-style-type: none"> ○ <i>Glory O'Brien's History of the Future</i> by A.S. King ○ <i>Feed</i> by M.T. Anderson ○ <i>Ms. Marvel</i> by G. Willow Wilson ○ <i>Steelheart</i> by Brandon Sanderson ○ <i>Gone</i> by Michael Grant ○ <i>Because You Love To Hate Me</i> by Ameriie

Cycle 5: Horror and the Supernatural

Students will deep dive into fiction and expository texts in this unit that examines horror and the supernatural, including urban legends and cultural myths. Students will analyze the ingrained cultural biases and beliefs in these texts, as well as the imagery and mood that create a response in the reader. They will create and deliver their own horror flash fiction story, as well as craft an expository essay that compares texts they have read and explores the nature of fear.

Guiding Question(s)	<ul style="list-style-type: none"> What societal fears and values are reflected in our horror stories, myths, and legends? How do authors capitalize on the brain's response to fear in order to craft their stories? How can we manufacture fear through our writing?
Final Product(s)	<p>Creative Fiction (Suggested Topic) <i>Write a 1-2 page flash fiction story that explores some of the elements of horror or the supernatural.</i></p> <p>Expository Essay (Suggested Topic) <i>Write a three- to five-page essay comparing/contrasting two texts and exploring the nature of fear.</i></p>
Key Concepts	<p><u>Reading</u>: Summarization, details, text-to-self/world connections, imagery, figurative language, themes, text structure, symbolism, suspense, foreshadowing</p> <p><u>Writing</u>: Synthesis, storyboarding, deconstruction of myths and legends, prewriting, drafting, revising, transitions, dialogue, suspense, foreshadowing</p>
Focus CCRS Standards	<p><u>Writing</u></p> <p>A1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.</p> <p>A4. Recognize the important of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.</p> <p>A5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p> <p><u>Reading</u></p> <p>A1. Use effective reading strategies to determine a written work's purpose and intended audience.</p> <p>A6. Analyze imagery in literary texts.</p> <p>A7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.</p> <p>A10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.</p> <p>A11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p>C1. Read a wide variety of texts from American, European, and world literatures.</p> <p>C2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p>

	<p>C3. Analyze and compare the use of language in literary works from a variety of world cultures.</p> <p>D1. Describe insights gained about oneself, others, or the world from reading specific texts.</p> <p>D2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.</p> <p><u>Speaking</u></p> <p>A2. Adjust presentation to particularly audiences and purposes.</p> <p>B1. Participate actively and effectively in one-on-one oral communication situations.</p> <p>B2. Participate actively and effectively in group discussions.</p> <p><u>Listening</u></p> <p>A1. Analyze and evaluate the effectiveness of a public presentation.</p> <p>B1. Listen critically and respond appropriately to presentations.</p> <p>B2. Listen actively and effectively in one-on-one communication situations.</p> <p>B3. Listen actively and effectively in group discussions.</p> <p><u>Research</u></p> <p>A2. Explore a research topic.</p> <p>B1. Gather relevant sources.</p> <p>C2. Use source material effectively.</p>
Suggested Independent Reading Texts	<ul style="list-style-type: none"> • Texts on MackinVia <ul style="list-style-type: none"> ○ <i>The Accident Season</i> by Moira Fowley-Doyle ○ <i>Afterlife with Archie: Escape from Riverdale</i> by Roberto Aguirre-Sacasa ○ <i>Alive</i> by Chandler Baker ○ <i>Antigoddess</i> by Kendare Blake ○ <i>Asylum</i> by Madeleine Roux ○ <i>Between the Devil and the Deep Blue Sea</i> by April Genevieve Tucholke ○ <i>The Blood Between Us</i> by Zac Brewer ○ <i>Can You Keep a Secret?</i> by R.L. Stine ○ <i>The Cemetery Boys</i> by Heather Brewer ○ <i>The Coldest Girl in Coldtown</i> by Holly Black ○ <i>Don't Stay Up Late</i> by R.L. Stine ○ <i>Dread Nation</i> by Justina Ireland ○ <i>The Fall of the House of Usher</i> by Edgar Allen Poe ○ <i>The Girl From the Well</i> by Rin Chupeco ○ <i>Her Dark Curiosity</i> by Megan Shepherd ○ <i>How to Hang a Witch</i> by Adriana Mather ○ <i>A Madness So Discreet</i> by Mindy McGinnis ○ <i>Marina</i> by Carlos Ruiz Zafon ○ <i>Messenger of Fear</i> by Michael Grant ○ <i>A Midsummer Night's Scream</i> by R.L. Stine ○ <i>Monstrous Affections</i> by Kelly Link ○ <i>The Name of the Star</i> by Maureen Johnson ○ <i>One Was Lost</i> by Natalie D. Richards ○ <i>Paper Valentine</i> by Brenna Yovanoff ○ <i>Sick</i> by Tom Leveen

	<ul style="list-style-type: none"> ○ <i>Slasher Girls and Monster Boys</i> by April Genevieve Tucholke ○ <i>Survive the Night</i> by Danielle Vega ○ <i>Ten</i> by Gretchen McNeil ○ <i>There's Someone Inside Your House</i> by Stephanie Perkins ○ <i>Unspoken</i> by Sarah Rees Brennan ○ <i>The Watcher in the Shadows</i> by Carlos Ruiz Zafon
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Cycle 6: Going Global

In this inquiry unit, students will research a topic of their choosing for the purpose of creating an argumentative essay and a related presentation. They will actively engage in all parts of the research process, all the while revisiting the process itself and making adjustments as needed. They will accurately and ethically utilize sources and will monitor their own completion of the writing process.

Guiding Question(s)	<ul style="list-style-type: none"> How are we tied to global issues? How do they influence our lives? What can we do to make the world a better place? How can we use reliable sources to help us to understand issues and influence others?
Final Product	Argumentative Essay and Presentation (Suggested Topic) <i>Investigate a topic or issue by examining and evaluating appropriate primary and secondary sources and develop an argument that incorporates the complexities and discrepancies of information from multiple sources.</i>
Key Concepts	<p><u>Reading</u>: Aristotelian model of argumentation (background, statement of case, argument, concession and refutation, conclusion), logical fallacies, diction analysis, note-taking, audience, bias, text features</p> <p><u>Research</u>: source credibility, relevance, and reliability, MLA formatting, plagiarism, summarization, paraphrasing, organizing research, parenthetical citation, source variety</p> <p><u>Writing</u>: organizational patterns, argumentation, elements of the formal research paper, embedded quotations, research thesis statements</p>
Focus CCRS Standards	<p><u>Writing</u></p> <p>A1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.</p> <p>A2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>A3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p><u>Reading</u></p> <p>A2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.</p> <p>A4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.</p> <p>A5. Analyze the presentation of information and the strength and quality of evidence used by the author and judge the coherence and logic of the presentation and the credibility of an argument.</p> <p>A8. Compare and analyze how generic features are used across texts.</p> <p>A9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.</p> <p>A11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p>

	<p>B1. Identify new words and concepts acquired through study of their relationships to other words and concepts. B3. Use reference guides to confirm the meanings of new words or concepts. D1. Describe insights gained about oneself, others, or the world from reading specific texts.</p> <p><u>Speaking</u> A1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding. A2. Adjust presentation to particular audiences and purposes. B3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.</p> <p><u>Listening</u> A1. Analyze and evaluate the effectiveness of a public presentation. B1. Listen critically and respond appropriately to presentations.</p> <p><u>Research</u> A1. Formulate research questions. A3. Refine research topic and devise a timeline for completing work. B1. Gather relevant sources. B2. Evaluate the validity and reliability of sources. B3. Synthesize and organize information effectively. C1. Design and present an effective product. C2. Use source material effectively.</p>
Suggested Independent Reading Texts	<p><i>For this unit, either choose something you've been wanting to read or something that is thematically connected to your topic that you could use as part of your research.</i></p>