Fiction: Short Stories
Freshman English Level I
First Unit

Essential Questions

- Can truth change?
- Is conflict necessary?
- How do we develop a sense of self?
- How do we come to terms with an imperfect and contradictory society?
- How do authors convey purpose and meaning in literature?
- How does literature contribute to an understanding of ourselves and others?

Enduring Understandings

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Authors write with different purposes in mind.
- People rely on a variety of resources to obtain information.
- Written communication and proper grammar mechanics promote fluency of communication; writing is a multi-stage process; writing is a reflective process.
- Listening skills are critical for learning and understanding.
- All good literature reveals truths about the human experience that transcends its time.

Content

Freshman English is primarily concerned with providing students with a fundamental understanding and appreciation of literature, improving their oral and written communication skills, and developing effective reading, research, analytical, listening, and study skills. Selections are taken from the *Prentice Hall Literature Book Common Core Edition* and include fictional excerpts, short stories, and nonfiction selections. The selected supplemental text this unit is Harper Lee's *To Kill A Mockingbird*.

Reading instruction and class-directed discussion assist student comprehension. Speaking experiences may include speeches, presentations, and/or debates. Emphasis is placed on cultivating appropriate classroom behaviors, organizational and study skills, and transitioning from middle school to high school. Instructional strategies vary and may include whole-class discussion, small-group discussion, literature circles, independent reading, graphic organizers, KWL, pre-teaching key vocabulary, paired reading, Q.A.R., Chapter Tours, Chalk Talk, Think-Pair-Share, one-on-one conferences, teacher-guided independent research, jigsaws, and webquests.

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21st Learning Expectations

Students:

- Read and write effectively for a variety of purposes
- Speak effectively with a variety of audiences in an accountable manner
- Use technology responsibly to create, research, synthesize, and communicate information fluently
- Take responsibility for their own learning and behavior
- Value human, cultural and natural diversity

21st Century Learning Skills

21st Learning skills in the Language Arts classroom include:

- Information and communication skills which include media literacy, information literacy and ICT literacy.
- Thinking and problem-solving skills which include critical thinking, problem identification formulation and solution, creativity and intellectual curiosity specific to the unit genre
- Interpersonal and self-directional skills which include both *Flexibility* and *Adaptability* with regard to cooperative groupings and pairings, and literature circles
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Connecticut State Standards

- Content Standard 1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning.
- Content Standard 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.
- Content Standard 1.4 Students communicate with others to create interpretations of written, oral, and visual texts.
- Content Standard 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

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Objectives
Students will be able to: - Activate prior knowledge, survey text structure, make predictions, establish purpose for reading, adjust the purposes while reading, and monitor comprehension.   - Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed; make and justify inferences from explicit and or implicit information.   - Construct meaning from text by making connections between what they already know and the new information they read.   - Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections.   - Identify or discuss the underlying theme or main idea in texts.   - Recognize and understand character types (flat, round, static, dynamic, foil, protagonist, antagonist, hero, fool, mentor, villain, etc.).   - Understand character development and author's techniques to convey information about a character.

Assessments
- Unit Assessments: 4 quizzes/2 tests   - Rubric 1: Communication – Student reads and writes effectively for a variety of purposes   - One major group project   - Rubric 6: Technology – Student uses technology to responsibly create, research, synthesize, and communicate information fluently   - Two oral presentations   - Rubric 2: Accountable Talk – Student speaks effectively with a variety of audiences in an accountable manner   - Weekly writing assignments including a five-paragraph analytical essay   - Rubric 1: Communication – Student reads and writes effectively for a variety of purposes   - Other assessments include homework, teacher observation of group activity, class participation, whole-class and small-group discussion   - Rubric 9: Responsibility and Stewardship - Student values human, cultural and natural diversity   - The Learning Network posts (*New York Times*).

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Resources
- School-issued student laptops   - Selections from units 1 and 2 of *Prentice Hall Literature Common Core Edition*   - Harper Lee's *To Kill a Mockingbird*   - www.shmoop.com   - www.grammarbook.com   - Supplemental essays and articles   - Key literary terms this unit include: allegory, antagonist, alliteration, allusion, character, characterization, climax, conflict, connotation, dialogue, dynamic character, foreshadowing, flashback, flat character, imagery, irony, narrator, metaphor, motif, paradox, personification, plot, point of view, protagonist, round character, setting, simile, static character, style, symbolism, syntax, tone, and theme.