

Fiction: Short Stories
Sophomore English Level II

First Unit

Essential Questions

- Is there a difference between reality and truth?
- What do short stories from around the world teach us about what it means to be human?
- What do different stories reveal about different cultures?
- How can a key quotation reflect significant ideas about characterization, conflict and/or theme? Can progress be made without conflict: in a story, in a culture, in the course of human history?

Enduring Understandings

- Reading is a way to explore personal interests, answer important questions, satisfy one's need for information, entertain and be entertained, and build understanding of the many dimensions of human experience.
- Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.
- Critical readers question the text, consider various perspectives and look for the author's bias in order to think, live and act differently.
- Accomplished readers read from a wide range of literature/text, constructing meaning and in personal, interpretive, and critical ways.
- All good literature reveals truths about the human experience that transcends its time.

Content

The Sophomore curriculum extends the work in writing, reading, and oral presentation begun in the ninth grade. Students continue their development as writers and readers by studying selected works of world literature, and by responding to their reading in discussion, written, and creative formats. The purpose of this year's curriculum is to build a strong foundation of literacy for our multi-cultural world, to expand the students' ability to think originally and from multiple perspectives, and to foster the development of speaking and writing skills.

Sophomore English incorporates a wide range of significant literary works from world literature to familiarize students with the beliefs and values of major world cultures. As students grow in their sensitivity to other cultural voices and perspectives, they should develop greater ability to reflect on their own values and perspectives. Instruction helps students become more proficient readers and writers as they learn to analyze, interpret, and evaluate literature.

This course also focuses on the skills necessary for the Connecticut Aptitude Performance Test; grammar and vocabulary study is incorporated throughout the year. Instructional strategies vary

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and may include class discussion, small-group discussion, literature circles, independent reading, graphic organizers, KWL, pre-teaching key vocabulary, paired reading, Q.A.R., Chapter Tours, publishing, reflecting, Think-Pair-Share, one-on-one conferences, teacher-guided independent research, jigsaws, Chalk Talk, and webquests.

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

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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 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

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.
- Identify cultural elements in literature.
- Generate and respond to questions about text.
- Make, support, and define judgments about texts.
- Identify or discuss the underlying theme or main idea in texts.

Students will also be able to:

- Use sentence patterns of standard spoken and written language to produce relevant and assignment-driven texts.
- Demonstrate an understanding of the rules for the parts of a sentence.
- Demonstrate an understanding that parallel structure means using the same grammatical form to express equal or parallel ideas.

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Assessments

- Unit Assessments: CAPT Responses using CAPT Response to Literature Rubric (2 per unit); CAPT Reading for Information (RFI) Practice Tests using RFI Rubric (2 per unit)
- Four quizzes/two tests
 - Rubric 1: Communication – Student reads and writes effectively for a variety of purposes
- One major group project
 - Rubric 6: Technology – Student uses technology responsibly to 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*)

Resources

- School-issued student laptops
- Units 1 and 2 of *Prentice Hall Literature Common Core Edition* as well as Sandra Cisneros's *House on Mango Street*
- www.shmoop.com
- www.grammarbook.com
- Supplemental essays and articles
- Key literary terms reviewed this unit include: allegory, archetype, 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, theme, vignette.