

GBCS Curriculum			GRADE:		SUBJECT:			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Short Stories, Literary Devices, and Literary Analysis Essay	5-6 weeks	Short Stories & Literary Devices	RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.2, RL.9-10.9,	How do authors utilize literary devices to convey meaning? What are some strategies that we can use to understand short literature? How do I participate effectively in small group and whole class discussions? What are the skills necessary to write an effective analytical essay? How do I develop a defensible thesis? How do I correctly cite evidence from a text?		Cause & Effect, Double Entry Diary, Annotating, Mapping, Analysis, Allusion, Antagonist, Protagonist, Figurative Language, Plot, Exposition, Inciting Incident, Rising Action, Climax, Falling Action, Resolution, Theme, Suspense, Symbol, Theme, Conflict, Irony, Point of View, Character Types (Dynamic, Static, Flat, Round, Major, Minor), Characterization, MLA Citation, Thesis, Topic Sentence, Examples, Details		

Night

3-4 weeks	Literary Nonfiction and Narrative Essay	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.10 RI.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.10 W.9-10.1.a-e SL.9-10.1.a-d SL.9-10.4 SL.9-10.6	How did various prejudices lead to the genocide of the Holocaust? What is our responsibility to humanity when witnessing injustice or evil? What are the effects of injustice and inhumanity on the individual? How do authors develop symbols over the course of a literary work? What is the effect on the meaning of the work as a whole? How do authors develop motifs over the course of a literary work? What is the effect on the meaning of the work as a whole? What is the purpose of various rhetorical devices? How do authors use rhetorical devices to enhance the meaning of the literature or argument? How do I participate maturely and respectfully in various discussions about		Judaism, prejudice, racism, anti-Semitism, inhumanity, injustice, symbol, motif, dramatic irony, situational irony, verbal irony, rhetorical analysis, rhetorical devices, repetition, anaphora, simile, metaphor, alliteration, anecdote		
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The Odyssey	3-4 weeks	Greek Mythology and the Hero's Journey	<b>RL.9-10.1</b> <b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b> <b>RL.9-10.6</b> <b>W.9-10.3</b> <b>W.9-10.4</b> <b>W.9-10.6</b> <b>W.9-10.7</b>	What makes a hero? What are the steps to the Hero's Journey? How can a personality trait become a tragic flaw? What is more important-fulfilling the quest or making the journey? When does a story about one of us become a story about		Epic Poem, Epic Hero, Epithet, Epic Simile, Motif, Hero's Journey, Mythology, Trojan War, Oral Tradition, The Illiad, Greek Gods and Goddesses, Fate, Destiny, Free Will		
Romeo and Juliet	4-6 weeks	Tragedy and Shakespeare are	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6 RL.9-10.7, RL.9-10.10, W.9-10.1.A, W.9-10.1.B, W.9-10.1.D, W.9-10.1.E, W.9-10.2.A, W.9-10.2.B, SL.9-10.1.D, SL.9-10.6	What are the components of a tragedy and how are they used in "Romeo and Juliet"? How has Shakespeare influenced our society? How do today's teenagers compare to the characters in "Romeo and Juliet"? How do small choices create big outcomes? How much responsibility do we hold for the events that occur in our lives?		Protagonist, Antagonist, Comic Relief, Aside, Pun, Foil, Soliloquy, Dramatic Conventions, Double Entendre, Innuendo, Tragedy, Tragic Flaw, Tragic Hero		

<p>To Kill a Mockingbird</p>	<p>6-8 weeks</p>	<p>Civil Rights Movement/To Kill a Mockingbird/Literary Analysis</p>	<p>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6          RL.9-10.10, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, SL.9-10.1,</p>	<p>Why does classic literature endure? How can I practice empathy in everyday interactions to become a more productive member of society? How can we use historical context to make deeper text to world connections with fictional historical literature? How do I participate effectively in small group and whole class discussions? What are the skills necessary to write an effective analytical essay? How do I develop a defensible thesis? How do I correctly cite evidence from a text?</p>		<p>Flashback, point of view, courage, empathy, theme, segregation, racism, prejudice, Civil Rights, symbolism, chiffarobe, mob mentality, stereotypes, white trash, racial slurs, acquittal, prosecutor, verdict,</p>		
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Grammar	4-6 weeks	Parts of Speech/Common Misuses/Sentence Structure/Punctuation/Clauses/Phrases/Direct and Indirect Objects/Run-ons/Fragments	L.9-10.1A L.9-10.2A and B L.9-10.4B	How do I analyze a sentence to identify the parts of speech? How can I recognize and utilize sentence variety in my writing? How do I use grammatically correct words in my writing? What are phrases and clauses, and how I can identify them and correctly use them in my writing? What are fragments and run-ons, and how can I eliminate them in my writing?		Noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, fragment, run-on, phrase, clause, direct/indirect objects		
Poetry			CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RL.9-10.10	How can poetry be defined? What are poetic devices? How are poetic devices used to engage readers? Why is imagery and symbolism as a poetic/literary device important to the understanding/appreciating of poetry?		Simile, Metaphor, Hyperbole, Personification, Alliteration, Consonance, Assonance, Stanza, Rhyme, Tone, Voice, Figurative Language, Imagery, Diction, Purpose,		