

Kerrville ISD Year at a Glance 2022-2023		Course Name: English 1 Academic	Creation Date: June 8, 2022 Revision Date: July 15, 2022
Six Week Unit Name	Unit 1: Unit Title: Telling Personal Stories/Intro to Writing Cycle Week(s): 6 weeks - Approx number of class periods: 29	Unit 2: Unit Title: Urban Legends and Fear/Expository Texts Week(s): 6 - Approx number of class periods: 28	Unit 3: Unit Title: End of the World/Dystopian Literature Week(s): 6 - Approx number of class periods: 28
TEKS	Focus TEKS: 1.8A, 1.8B, 1.8D, 1.9A, 1.9Bi, 1.9Bii, 1.9E, 1.10A Supporting TEKS: 1.1A, 1.1B, 1.1D, 1.2A, 1.3A, 1.4A-G, 1.4I, 1.5A-H, 1.6A, 1.7A, 1.7Di, 1.7Dii, 1.7F, 1.8C, 1.9D.iv-vi, 1.10A, Link to TEKS: English 1	Focus TEKS: 1.8A-F, 1.9A, 1.9B.i-ii Supporting TEKS: 1.1A-D, 1.2A-C, 1.3A, 1.4A-I, 1.5A-F, 1.5H-J, 1.7A, 1.7D.i-ii, 1.7F, 1.9C, 1.9D.i-vi, 1.10B, 1.11A-B, 1.11F, 1.11I Link to TEKS: English 1	Focus TEKS: 1.4A -I, 1.5A-D, 1.9A, 1.9E, 1.10A Supporting TEKS: 1.1A-B, 1.1D, 1.2A-C, 1.3A, 1.5E-J, 1.6A-D, 1.7A-B, 1.8A-G, 1.9Di-vi Link to TEKS: English 1
CCMR Standards	ELAR I. A, 1-3; II. A, 1, 3-4, 9; II. B, 1-3; II. C, 1; II. D, 1; III. B, 1-2; IV. A, 3; IV. B, 2-3 Link to CCRS: CCRS	ELAR I.A.1-5; II.A. 1-5, 8-11; II. D. 2; III. A. 1-2; III. B. 1-2; IV. A. 3; IV. B. 1-3; V. A. 1-3; V. B. 2-3; V. C. 1-2 Link to CCRS: CCRS	ELAR I.A.1-5; II.A. 1-11; II. B. 1-3; II. C. 1-4; II. D. 1-2; III.A.1-2; III.B.1-3; IV.A.1-3; IV.B.1-3 Link to CCRS: CCRS
ELPS	1.A-F, 2.A-E, 3.A-D, 4.A-D, 5.A-C Link to ELPS	1.A-G; 2.A-F; 3.A-E; 4.A-E; 5.A-E Link to ELPS	1.A-H; 2.A-H; 3.A-G; 4.A-G; 5.A-G Link to ELPS
Essential Questions/ Big Ideas	EQ: How can we tell our own stories? What makes you YOU? 1. Literary writings have specific purposes, structures, and distinct attributes 2. Nonfiction writings have elements of point of view, purpose, and main idea 3. Summaries can help us identify main idea and deeper messages/themes 4. Brainstorming and breaking down a writing prompt can help us generate ideas for writing nonfiction essays 5. Unfamiliar works can be broken down into roots to convey meaning 6. Using the dictionary can assist in understanding words that are unfamiliar 7. Identifying parts of speech can help clarify writing and reading situations	EQ: What is it we truly fear? How can FEAR help us? 1. Create an essay with more complex, abstract ideas conveying purpose and thematic connections 2. Identify main elements of nonfiction texts, informational and persuasive, like main idea, message/theme, opinion, fact, thesis/claim 3. Identifying the key differences in information and persuasive texts 4. Identifying how informational and persuasive texts can enlighten important areas in the world by using specific details and concrete ideas to clarify abstract topics 5. Use capitalization properly and correct improper usages (edit writing) Unfamiliar words can be – broken down to roots, attacked for prior knowledge, looked up in resources	EQ: Why do we attempt to visualize the future? 1. Annotate a text for deeper meaning/understanding and the key features of fiction – plot, conflict, characterization 2. Annotate a text for deeper meaning and the key elements of nonfiction – main idea, summary, fact/opinion, message 3. Annotate and analyze poetry for figurative language conventions 4. Connect personal ideas and experiences to fiction 5. Formulate responses to text-based questions 6. Use text evidence to support thinking 6. Create a fictional account of the future using mentor texts key features as a guide
Skills	<ul style="list-style-type: none"> Analyze and make inferences about literary nonfiction stories, including vocabulary, theme, structure, sensory language, media literacy, and nonfiction elements Creating literary writings using the writing process, proper structure and attributes of narrative mode, punctuation, capitalization, and spelling Brainstorming and quick writing essays about the individual, literary nonfiction, to inform the reader about who they are Vocabulary building skills like word attack, roots, and dictionary skills to increase student knowledge base Independent reading of choice to encourage self-paced and high-interesting reading 	<ul style="list-style-type: none"> Read and annotate texts for deeper meaning and understanding Create nonfiction writing to convey deeper, thematic ideas through sensory language and outlining Analyze and make inferences in nonfiction texts that explore unique issues Analyze and condense texts to summaries, main ideas, and universal messages Explore elements of expository writing – thesis statements and supporting details Craft expository essays on topics with a clear thesis and concrete examples for support Research a pre-assigned topic to classify information into its parts and make judgments on importance and validity 	<ul style="list-style-type: none"> Read and annotate a variety of texts around a similar topic (the end of the world) for key features of the genre Identify the key elements of poetry – figurative language, imagery, mood/tone Make connections between texts and across texts to central ideas Create responses that use text evidence to support findings and opinions Create a piece of fiction around the selected topic (end of the world) that utilizes the key features of fiction and the genre (dystopian)
Resources	<p>“The Dare” by Roger Hoffman; “Frans” by Dave Eggers; “The Leap” by Louise Erdrich (textbook); “Love” by William Maxwell; “How to Eat a Guava” by Sandra Cisneros; assorted mentor texts at teacher discretion; student-chosen independent reading</p> <p>Article of the Week (Nonfiction Focus) supporting texts: “Why Summer Makes Us Lazy?” Konnikova “How You See Yourself” Set to Go/CommonLit “Reality Check: Instagram...” Bearnie “Self Concept” McLeod “The Destinies of Two Men Who Share the Same Name” Block/Norris</p>	<p>Awesome Things by Neil Pasricha; Mentor texts from The Book Thief, Dandelion Wine, etc; Urban Legend mentor texts – La Llorona/The Weeping Woman, mentor packet for research; Lore by Aaron Mahnke; student-chosen independent reading</p> <p>Article of the Week (Nonfiction Focus) supporting texts: “Why it Matters That Teens Are Reading Less” Twenge “Thai Cave Boys” Robinson “Triangle Shirtwaist Factory Fire” Kubic “Forget King Leopold’s Ghost” McDonald-Gibson “Zombies Are Real” Hulick “The Dancing Plague of 1518” MacGowan “The Reign of Terror” McBirney “Fear Prompts Teens to Act Impulsively” Sanders</p>	<p>There Will Come Soft Rains by Bradbury, By the Waters of Babylon by Benet, Nuclear Tourist by Johnson, Assorted dystopian mentor texts from textbook, Dark Tourism by David Farrier</p> <p>AOTW to continue (incorporating poetry and flash fiction/media) “Someone Might Be Watching” Ostergaard “Why Teens Find the End of the World So Appealing” Nadworny “More Facebook Friends, Fewer Real Ones” ABC News/CommonLit “Can We Teach Robots Ethics?” BBC News/CommonLit “The Cold War” McBirney</p>

<p>Goals and Assessment:</p>	<p>GOAL:</p> <ul style="list-style-type: none"> • Students will be able to write a literary text that displays elements of purpose, main idea, theme/message, and specific details for effect • Students can identify theme, main idea, and purpose in a mentor text • Students can distinguish how to write for the proper audience • Students can organize the beginnings of an expository essay using brainstorming and listing/categorizing • Students can use their resources to identify the meanings of new words • Students will identify the main ideas of nonfiction “article of the week” texts that are tied thematically to the focused task of telling our own stories (AOTW to begin week 2) <p>Assessments:</p> <ul style="list-style-type: none"> - Notebook Check (rubric) - Getting to Know You Project (rubric) - AOTW Reflection (all articles/reflection) - Personal Narrative Writing Assessment (rubric) - STAAR Diagnostic Checkpoint 1 (passage with m/c, r/e) 	<p>GOAL:</p> <ul style="list-style-type: none"> • Students will be able to summarize a text and find main idea and message/theme • Students will be able to find deeper, inferential meaning in urban legends using annotation and graphic organizers • Students will be able to accurately portray important information on a pre-assigned topic to an audience through graphic means • Students will be able to classify information and establish the importance/hierarchy of information • Students can make deeper connections to people and historical moments • Students will identify the main ideas of nonfiction “article of the week” texts that are tied thematically to the focused task of telling our own stories <p>Assessments:</p> <ul style="list-style-type: none"> - Notebook Check (rubric) - Awesome Things Writing Assignment (rubric) - AOTW Reflection - Cultural Legends Unit Project (rubric) <p>Expository Essay Diagnostic Checkpoint (rubric)</p>	<p>GOAL:</p> <ul style="list-style-type: none"> - Students can annotate a text for key features of the genre - Students can make connects between texts that connect to the same topic - Students can formulate responses that support themselves with text evidence - Students can create a fictional account of the end of the world from a unique point of view that teachers a universal lesson - Students can connect their independent reading to the unit topic's key features <p>Assessments:</p> <p>Short Response Log/Notebook Check End of the World Short Story Assignment One Pager – Nuclear Tourist/Dark Tourism</p> <ul style="list-style-type: none"> - Benchmark Exam TBD
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Six Week Unit Name	Unit 4: Unit Title: Novel Unit – Fahrenheit 451 by Ray Bradbury Week(s): 6 - Approx number of class periods: 29	Unit 5: Unit Title: Historical Figures and Essay Writing Week(s): 2 - Approx number of class periods: 10	Unit 6: Unit Title: Nonfiction and Research Week(s): 7 - Approx number of class periods: 33
TEKS	Focus TEKS: 1.4A-I, 1.6A-D Supporting TEKS: 1.1A-B, 1.1D, 1.2A-C, 1.5A-J, 1.7A, 1.7C, 1.8A-G Link to TEKS: English 1	Focus TEKS: 1.11A-F, 1.11Hi-ii Supporting TEKS: 1.2A-C, 1.5A, 1.9A, 1.9Bi-ii, 1.9C, 1.9Di-vi, 1.9E, 1.10B Link to TEKS: English 1	Focus TEKS: 1.11A-F, 1.11Hi-ii Supporting TEKS: 1.2A-C, 1.5A, 1.9A, 1.9Bi-ii, 1.9C, 1.9Di-vi, 1.9E, 1.10B Link to TEKS: English 1
CCMR Standards	ELAR I.A.1-5; II.A. 1-11; II. B. 1-3; II. C. 1-4; II. D. 1-2; III.A.1-2; III.B.1-3; IV.A.1-3; IV.B.1-3 Link to CCRS: CCRS	ELAR I.A.1-5; II.A. 1-11; II. B. 1-3; II. C. 1-4; II. D. 1-2; III.A.1-2; III.B.1-3; IV.A.1-3; IV.B.1-3; V.A.1-3; V.B.1-3; V.C.1-2 Link to CCRS: CCRS	ELAR I.A.1-5; II.A. 1-11; II. B. 1-3; II. C. 1-4; II. D. 1-2; III.A.1-2; III.B.1-3; IV.A.1-3; IV.B.1-3; V.A.1-3; V.B.1-3; V.C.1-2 Link to CCRS: CCRS
ELPS	1.A-H; 2.A-H; 3.A-H; 4.A-G; 5.A-G Link to ELPS	All ELPS implemented Link to ELPS	All ELPS implemented Link to ELPS
Essential Questions/ Big Ideas	EQ: How can literature teach us a lesson? How can literature help us act? 1. Tracking the plot of a novel for key events that aid in understanding 2. Distinguishing key characteristics of characters from the novel 3. Identify key themes from the novel and support with direct text evidence 4. Identify key symbols from the novel that connect to deeper themes 5. Make connections to a topic and prior knowledge – key elements of dystopian literature Articulate understanding of a novel's key elements – plot, conflict, character, theme	EQ: How can history influence our own experiences? 1. Research an important historical figure using nonfiction articles from reliable sources 2. Use annotation skills to find the most valuable information on their topic 3. Create a visual representation to reflect the topic 4. Reflect and gather important information on historical figures to help with expository writing Reinforce thesis statement strength and clarity through historical figures brainstorming	EQ: How can history influence our own experiences? 5. Research an important social issue to find all sides of the argument 6. Use annotation skills to find the most valuable information on their topic 7. Create a visual presentation of their topic to inform an audience on both sides of the issue 8. Reflect and gather important information other issues researched by their peers 9. Use social issue topics to support their understanding in an informative essay 10. Make abstract ideas concrete through story telling
Skills	<ul style="list-style-type: none"> Read and follow along with a novel plotting the main events of the story Log and identify key characters and their traits Identify key universal themes within a novel and use text evidence to prove ideas Identify prominent symbols in the novel and what abstraction they represent Analyze quotes for deeper meaning and understanding Connect key elements of dystopian fiction to the novel 	<ul style="list-style-type: none"> Read and annotate nonfiction biographies on historical figures of choice Create an interactive presentation on their topic Use correct formatting and structure as well as proper conventions and mechanics Reflect and gather information from their peers to connect abstract ideas and concepts to thesis statements Create strong thesis statements and topic sentences using historical figures Continue independent reading and reading logs 	<ul style="list-style-type: none"> Read and annotate nonfiction articles on their topic Create an interactive presentation on their topic Use correct formatting and structure as well as proper conventions and mechanics Reflect and gather information from their peers to connect social issues to solutions Continue self-guided reading logs Make abstract ideas concrete through story writing
Resources	Fahrenheit 451 by Ray Bradbury, Fahrenheit 451 a Play by Ray Bradbury AOTW to continue (incorporating poetry and flash fiction/media) Logan's Run Trailer Hunger Games Excerpt Interstellar Film Scene Terminator Trailer "Why is it Fun to be Frightened?" Kerr	Assorted Biographies (student chosen); Library database lesson/research; citations in action lesson Student Independent Reading (project-based)	Student guided research topics (articles from database), <i>Courage</i> children's book
Goals and Assessment:	GOAL: <ul style="list-style-type: none"> Students can track and follow along with a novel's plot Students can make deeper connections to character by identifying key traits and using text to support thinking Students can identify and defend symbols in a novel Students can interpret quotes from the text for deeper meaning Students can discuss and argue the usage of key features of literature Assessments: Notebook Novel Work Check F451 Reading Check 1 Quote Poster Project F451 Final Test	GOAL: <ul style="list-style-type: none"> Students will be able to choose credible sources to gather information on their topic Students will use graphic organizers to collect information Students will create a informational poster on their topic Students will gather and create thesis statements using historical figures Students will brainstorm and create thesis and topic sentences on a variety of prompts Assessments: Biography Project (rubric) Essay Revision/Resubmission Revision and Editing Checkpoint/ZAP Game	GOAL: <ul style="list-style-type: none"> Students will be able to choose credible sources to gather information on their topic Students will use graphic organizers to collect information Students will create a presentation using their research findings Students will create a children's books using abstract ideas and story telling Assessments: Research Project Presentation PowerPoint Research Project Presentation Abstraction Children's Book

Six Week Unit Name	Unit 7: Unit Title: Drama – Romeo and Juliet by William Shakespeare Week(s): 6 - Approx number of class periods: 27
TEKS	Focus TEKS: 1.4F, 1.5B-D, 1.7C, 1.9A, Supporting TEKS: 1.1A-D, 1.2A-C, 1.4A-F, 1.4G-I, 1.5F-J, 1.7A, 1.7Ei-iii, 1.7F, 1.8A-G, 1.9Di-vi, 1.10C, 1.10D Link to TEKS: English 1
CCMR Standards	I.A.1-5; II.A.1-10; II.B.1-3; II.C.1-4; II.D.1; III.B.1-3; IV.B.1-3 Link to CCRS: CCRS
ELPS	All ELPS implemented Link to ELPS
Essential Questions/ Big Ideas	EQ: How can we be inspired by stories from the past? How can blame change your perspective? 1. Identifying the unique elements of drama that contribute to audience's understanding of character, theme, and rhetorical devices 2. Writing persuasively to connect plot/characters to a claim and evidence to support 3. Identifying the character choices that largely impact plot (cause/effect relationship) Analyzing characters for motivation, choices, foil, and theme
Skills	<ul style="list-style-type: none"> • Analyze dramatic conventions – monologue, soliloquy, aside, stage direction, suspension of disbelief • Identify rhetorical devices in writing and speeches • Support a claim with evidence from a text • Articulate a claim to a group of people verbally and in writing • Establish key qualities of a character, both direct and indirect, and provide text evidence to support thinking • Track the plot of a play from beginning to end
Resources	Romeo and Juliet by William Shakespeare, Romeo and Juliet Royal Shakespeare Company live performance, Romeo + Juliet (1996 – Baz Luhrman)
Goals and Assessment:	GOAL: <ul style="list-style-type: none"> - Students can analyze dramatic conventions in Shakespeare's play to understand rhetorical devices and characters - Students can identify rhetorical devices in speech – monologues, soliloquies, and asides - Students can articulate a claim and support that claim with evidence in writing - Students can establish the main traits of characters based on actions and words - Students can identify unique words and determine their meaning Assessments: Romeo & Juliet Notebook Check Drama Terms Test Persuasive Letter Writing Assignment Romeo & Juliet Final Exam