



Cyberarts Studio Academy

Valrie Wauchope, Principal ♦ Jamin Harris, Assistant Principal
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2025-26

CRITICAL THINKING (Quinn/Chapple)

Dates	#Days	Unit Title/ Due Dates / Essential Questions/ Instructional Objective	Core Content & NG Standards	Learning Target	Resources/Materials/ Assessments
Unit 1: Elements of Poetry 9/11-10/30	35	Unit Essential Question: How do poets use language, structure, and style to express universal themes and evoke emotional responses in their readers?	Core Content: Poetry: Sonnet 17 (by Pablo Neruda) The Road Not Taken (by Robert Frost) Nothing Gold Can Stay (by Robert Frost) When Giving Is All We Have (by Alberto Ríos) Stopping by Woods on a Snowy Evening (by Robert Frost) Still I Rise (by Maya Angelou) Because I could not stop for Death (by Emily Dickinson) If You Forget Me (by Pablo Neruda) Harlem (by Langston Hughes) Annabel Lee (by Edgar Allan Poe) I Wandered Lonely as a Cloud (by William Wordsworth) The Border: A Double Sonnet (by Alberto Ríos) Phenomenal Woman (by Maya Angelou) NG Standards: Reading Literature (RL):	Week 1-2 (Day 1-10): Introduction to Poetry Day 1: Learning Target: <i>I can complete a reading and writing baseline assessment.</i> Day 2: Learning Target: <i>I can complete a reading and writing baseline assessment.</i> Day 3: Learning Target: I can identify and analyze imagery in poetry to understand how poets create vivid experiences through language. Day 4: Learning Target: I can identify and analyze imagery in poetry to understand how poets create vivid experiences through language. Day 5: Learning Target: <i>I can analyze how Pablo Neruda uses imagery in Sonnet 17 to talk about the nature of love, and I can support my interpretation with textual evidence.</i> Day 6: Learning Target: I can participate in a station activity focusing on discussion and writing about imagery. Day 7: Learning Target: I can write a poem that includes examples of imagery. Day 8: Learning Target: I can identify the extended metaphor and theme in "The Road not taken." Day 9: Learning Target: I can identify the extended metaphor and theme in <i>Nothing gold can stay.</i> Day 10: Learning Target: I can identify the use of figurative language in a close reading task in <i>When giving is all we have.</i>	Resources: Selected poems, audio, video, padlet Assessments: <ul style="list-style-type: none"> ● Poem analysis quizzes (multiple choice & short answer) ● Poetry portfolio



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- **RL.11-12.1:** Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **RL.11-12.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RL.11-12.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **RL.11-12.5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each

Day 11: Learning Target: I can participate in a station activity focusing on theme and the use of figurative language in *When giving is all we have* by Alberto Rios.

Day 12: Learning Target: I can identify symbols in a poem or story and explain how they contribute to meaning.

Day 13: Learning Target: I can identify symbols in a poem and explain in a written paragraph how they contribute to meaning.

Day 14: (Oct. 6) Learning Target:

Week 3: Poetic Form & Structure

Day 15

I can explain how the way a poem is organized (like stanzas and rhyme) affects its meaning by looking at "Stopping by Woods on a Snowy Evening" and showing how the structure helps create a thoughtful mood

Day 16

I can find examples of enjambment and punctuation in Maya Angelou's "Still I Rise" and explain how they affect the poem in a short paragraph.

Day 17

I can compare how different types of poems (a Shakespearean sonnet and a free verse poem) use form, tone, and message by making a Venn diagram and writing a short paragraph.

Day 18

I can show how the structure of a poem supports its theme by answering questions about Emily Dickinson's



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other and the whole.

“Because I could not stop for Death” and explaining how the poem’s form connects to its message.

Day 19

I can compare how the structures of two poems support their themes by analyzing “Because I could not stop for Death” and Robert Frost’s “Stopping by Woods on a Snowy Evening,” and I can explain how each poem’s form affects its meaning

Week 4: Figurative Language, Diction & Symbolism

Day 20

I can identify and interpret metaphors and similes in Pablo Neruda’s “If You Forget Me” by highlighting at least three examples of figurative language and writing a paragraph explaining their emotional impact.

Day 21

I can analyze the connotative meaning of diction and symbolism in Langston Hughes’ “Harlem” by completing a word-choice map and responding to two short-answer questions about symbolism.

Day 22

I can distinguish between literal and figurative meanings in Edgar Allan Poe’s “Annabel Lee” by completing a chart that identifies figurative language and explains its meaning in context.

Day 23

I can analyze how imagery and personification create mood in William Wordsworth’s “I Wandered Lonely as a

Writing (W):

- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening (SL):

- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12



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topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Language (L):

- **L.11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Cloud" by writing a paragraph about how visual and emotional imagery enhance the speaker's experience.

Day 24

I can revise a previous poem I wrote by including at least three types of figurative language—metaphor, simile, and imagery—and annotating my draft to explain how I used each one.

Week 5: Thematic Connections & Diverse Lenses

Day 25

I can analyze how themes of identity and culture are expressed in Alberto Ríos' *"The Border: A Double Sonnet"* by writing a short response on how structure and language reflect border experiences.

Day 26

I can apply a historical or cultural lens to Maya Angelou's *"Phenomenal Woman"* by participating in a group discussion and writing a reflection on how the poem reflects cultural empowerment.

Day 27

I can compare two poems with similar themes by writing a compare/contrast paragraph that analyzes how each poet presents the theme using evidence from both texts.

Day 28

I can connect a poem to a personal experience or cultural background by writing a personal narrative or reflection in response to a poem of my choice.



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Day 29

I can present my interpretation of a poem by delivering an oral or video presentation that explains its tone, structure, and theme using supporting evidence.

Week 6: Portfolio Creation & Final Reflections

Day 30

I can select and organize my original poems into a cohesive poetry portfolio by compiling them with titles, dates, and notes about inspiration and revisions.

Day 31

I can write a reflective introduction for my poetry portfolio by drafting a one-page reflection that explains my growth as a poet and reader of poetry.

Day 32

I can revise my poetry for word choice, tone, and structure by reviewing peer feedback and making thoughtful changes to two selected poems.

Day 33

I can edit my poetry portfolio for grammar, format, and clarity by completing a self-edit checklist and preparing my final portfolio for submission.

Day 34

I can present selections from my poetry portfolio by reading one poem aloud and sharing my reflective introduction with the class confidently and thoughtfully.

Day 35 (Optional/Make-Up Day)

I can provide thoughtful feedback to classmates on



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				their poetry presentations by completing peer feedback forms and participating in discussion.	
<p>Unit 2: Short Stories 10/31-12/9</p>	25	<p>Unit Essential Question: How do authors use characters, conflict, and setting to reveal deeper truths about the human experience?</p>	<p>Core Content: Short Stories</p> <ol style="list-style-type: none"> "Thank You, Ma'am" by Langston Hughes "The Lottery" by Shirley Jackson "Girl" by Jamaica Kincaid "Everyday Use" by Alice Walker <p>NG Standards:</p> <p>Reading Literature (RL)</p> <ul style="list-style-type: none"> RL.9-10.1 / RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly. 	<p>Week 1: Plot Elements & Narrative Foundations</p> <p>Day 1: I can identify key elements of a short story's plot and label them on a plot diagram using an excerpt from "Everyday Use."</p> <p>Day 2: I can define and use vocabulary related to narrative elements and today's story, "Everyday Use."</p> <p>Day 3: I can analyze how the exposition of a short story introduces setting and characters in "Thank You, Ma'am."</p> <p>Day 4: I can discuss the cultural background of a character in "Thank You, Ma'am" and how it influences the story.</p> <p>Day 5: I can describe how the conflict in a story drives the plot forward in "Everyday Use."</p> <p>Week 2: Character Development & Theme</p>	<p>Resources: Short stories, audio, video, padlet</p> <p>Assessments::</p> <ul style="list-style-type: none"> Short story analysis essay (focus on plot, character, and theme) Group presentation on cultural context of one story



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- RL.9-10.2 / RL.11-12.2
Determine and analyze the development of theme(s) or central idea(s) and provide an objective summary.
- RL.9-10.3 / RL.11-12.3
Analyze how complex characters develop and interact with others, and advance the plot or develop the theme.
- RL.9-10.4 / RL.11-12.4
Analyze the meaning and impact of words and phrases, including figurative and connotative meanings.
- RL.9-10.5 / RL.11-12.5
Analyze how an author's choices regarding the structure of a text, order of events, and time manipulation create effects such as mystery, tension, or surprise.
- RL.9-10.6 / RL.11-12.6
Analyze a particular point of view or cultural experience portrayed in a work of literature from outside

Day 6:
I can identify traits of the protagonist and analyze their motivations in *"Thank You, Ma'am."*

Day 7:
I can analyze the actions and words of the protagonist in *"Thank You, Ma'am"* and write a paragraph analyzing the character.

Day 8:
I can determine the theme of *"Everyday Use"* and support it with textual evidence.

Day 9:
I can participate in a group discussion about how a character's choices develop the theme in *"Everyday Use."*

Day 10:
I can compare my analysis of theme and character in *"Thank You, Ma'am"* and *"Everyday Use"* with my peers and refine my ideas.

Week 3: Author's Craft & Cultural Perspective
Day 11:
I can analyze how the author structures a story to create tension or surprise in *"The Lottery."*

Day 12:
I can identify examples of foreshadowing in *"The Lottery"* and explain their effect on the reader.

Day 13:
I can analyze how a story reflects a cultural experience or worldview in *"Girl."*

Day 14:
I can compare cultural perspectives in *"The Lottery"* and *"Girl."*

Day 15:
I can discuss how cultural background influences character behavior and choices in stories such as *"Thank You, Ma'am," "Girl,"* or *"Everyday Use."*



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the United States; analyze how an author's choices contribute to a text's meaning and style.

Writing (W)

- W.9-10.2 / W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, such as literary analysis essays.
- W.9-10.4 / W.11-12.4
Produce clear and coherent writing appropriate to task, purpose, and audience.
- W.9-10.5 / W.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.9-10.9 / W.11-12.9
Draw evidence from literary texts to support analysis, reflection, and research.

Speaking and Listening (SL)

- SL.9-10.1 / SL.11-12.1
Initiate and participate effectively

Day 16

I can choose a short story and identify its key elements: plot, character, theme.

Day 17

I can write a strong thesis statement for a literary analysis essay.

Day 18

I can write a clear, organized body paragraph with textual evidence.

Day 19

I can revise my writing for clarity and textual support.

Day 20

I can write a complete draft of my literary analysis essay.

Week 5: Presentation & Group Presentation

Day 21: I can research cultural background relevant to my story.

Day 22: I can collaborate with my group to plan a presentation about the cultural context of our story.

Day 23: I can create visuals that support the cultural context of a story.

Day 24: I can present cultural insights about a short story to my peers.

Day 25: I can revise and finalize my literary analysis essay for submission.



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in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

- SL.9-10.4 / SL.11-12.4
Present information and supporting evidence clearly, concisely, and logically so listeners can follow the line of reasoning.

Language (L)

- L.9-10.4 / L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases; interpret figurative language and nuances in word meanings.
- L.9-10.5 / L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



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<p>Unit 3: Macbeth by William Shakespeare 12/10-1/16</p>	<p>21 Unit Essential Question: How does Shakespeare explore the corrupting influence of power and ambition in <i>Macbeth</i>, and what makes these themes relevant today?</p>	<p>Core Content: Macbeth by Shakespeare</p> <p>NG Standards:</p> <p>Reading Literature (RL.9-10.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> ● RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 	<p>Week 1: Introduction to Shakespeare & the World of Macbeth</p> <p>Day 1: <i>I can identify who Shakespeare was and describe the world he lived in by completing a webquest and timeline about the Elizabethan era.</i></p> <p>Day 2: <i>I can learn 10 new vocabulary words from Act 1 of Macbeth by using pictures, definitions, and example sentences in a vocabulary organizer.</i></p> <p>Day 3: <i>I can understand Shakespearean language by translating five lines from Macbeth into modern English with my group.</i></p> <p>Day 4: <i>I can summarize the beginning of the play by reading Act 1, Scenes 1–3 and completing a character chart for the witches and Macbeth.</i></p> <p>Day 5: <i>I can explain how the witches use foreshadowing by writing a short paragraph using a quote from Act 1.</i></p> <p>Week 2: Ambition and Character Motivation</p> <p>Day 6: <i>I can describe Macbeth’s inner conflict by reading Act 1, Scene 7 and filling in a T-chart of his reasons for and against killing Duncan.</i></p> <p>Day 7: <i>I can explain Lady Macbeth’s influence on Macbeth by acting out and annotating her soliloquy in Act 1, Scene</i></p>	<p>Resources: Macbeth (leveled readers), film, padlet</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Literary essay ● Scene presentations
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10 topics, texts, and issues,
building on others' ideas and
expressing their own clearly and
persuasively.

- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.
- L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

5.

Day 8:

I can analyze the theme of ambition by writing a short response about whether Macbeth is driven more by ambition or pressure.

Day 9:

I can track Macbeth's emotional response to murder by watching and reading Act 2, and completing a cause-and-effect chart.

Day 10:

I can compare Macbeth's and Lady Macbeth's reactions to Duncan's death by discussing in groups and filling out a comparison chart.

Week 3: Guilt, Symbolism, and Irony

Day 11:

I can identify symbols like blood and sleep in the play by analyzing two quotes and drawing a simple visual to show their meaning.

Day 12:

I can show character emotion through performance by rehearsing and acting out Act 3, Scene 4 (Banquo's ghost scene) with a partner.

Week 4: Fate, Power, and Prophecy

Day 13:

I can interpret the witches' prophecies by reading Act 4, Scene 1 and drawing the three apparitions with their meanings.

Day 14:

I can analyze the theme of fate by writing a short



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response on whether Macbeth controls his destiny or is ruled by prophecy.

Day 15:

I can explain how power is affecting Macbeth by using a graphic organizer to track how his relationships are changing.

Day 16:

I can analyze Macduff's reaction to his loss by reading Act 4, Scene 3 and completing a character response chart.

Day 17:

I can review key events and characters from Acts 4–5 by participating in a team review game to prepare for the quiz.

Week 5: Tragic Downfall and Character Reflection

Day 18:

I can explain how guilt leads to Lady Macbeth's downfall by reading Act 5, Scene 1 and creating a storyboard of the sleepwalking scene.

Day 19:

I can explain how the play ends and what it says about power by reading Act 5, Scene 8 and answering theme questions.

Day 20:

I can write a literary analysis essay discussing how Macbeth changes as the play progresses.

Day 21: I can take a MC and short answer assessment on the themes and characters in Macbeth.



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<p>Unit 4: Nonfiction and Argumentative Writing 1/27-3/9</p>	<p>25</p>	<p>Unit Essential Question: How do authors construct effective arguments in nonfiction texts, and how can we use these strategies to persuade others in our own writing?</p>	<p>Core Content: Informative essays and articles</p> <p>NG Standards:</p> <p>RI.9-10: Read informational texts closely and make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</p> <p>RI.6.9-10: Determine an author’s point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.</p> <p>W1.9-10: Write arguments to support claims in an analysis of substantive topics or texts,</p>		<p>Resources: variety of argumentative articles to be used as writing models, padlet, video: persuasive speech</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Argumentative essay ● Peer review and revision of essays



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using valid reasoning and relevant and sufficient evidence.

W4.9-10: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5.9-10: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL1.9-10: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



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<p>Unit 5: Creative Writing 3/11-4/23</p>	<p>25</p>	<p>Unit Essential Question: How can writers use creativity and literary techniques to effectively express ideas, emotions, and experiences through original works?</p>	<p>Core Content: "This Is Just to Say" by William Carlos Williams "Still I Rise" by Maya Angelou "The Summer I Was Sixteen" by Geraldine Connolly "Goodbye to all that" by Joan Didion "A House of My Own" by Sandra Cisneros</p> <p>NG Standards:</p> <p>Reading Literature (RL): RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>		<p>Resources: Variety of model writing pieces, padlet, video/audio clips</p> <p>Assessments:</p> <ul style="list-style-type: none">• Writing process: 2 drafts + final draft• Quizzes: model texts
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Writing (W):

W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3.a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.



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			<p>W.9-10.3.e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
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Dates	#Days	Unit Title/ Due Dates / Essential Questions/ Instructional Objective	Core Content & NG Standards	Learning Target	Resources/Materials/ Assessments
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<p>Unit 1: Elements of Poetry 9/11-10/30</p>	<p>35</p>	<p>Unit Essential Question: How do poets use language, structure, and style to express universal themes and evoke emotional responses in their readers?</p>	<p>Core Content: Poetry: Sonnet 17 (by Pablo Neruda)The Road Not Taken (by Robert Frost)Nothing Gold Can Stay (by Robert Frost)When Giving Is All We Have (by Alberto Ríos)Stopping by Woods on a Snowy Evening (by Robert Frost)Still I Rise (by Maya Angelou)Because I could not stop for Death (by Emily Dickinson)If You Forget Me (by Pablo Neruda)Harlem (by Langston Hughes) Annabel Lee (by Edgar Allan Poe) I Wandered Lonely as a Cloud (by William Wordsworth)The Border: A Double Sonnet (by AlbertoRíos)Phenomenal Woman (by Maya Angelou)</p> <p>NG Standards:</p> <p>Reading Literature (RL):</p> <ul style="list-style-type: none"> ● RL.11-12.1: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from 	<p>Week 1-2 (Day 1-10): Introduction to Poetry Day 1: Learning Target: <i>I can complete a reading and writing baseline assessment.</i> Day 2: Learning Target: <i>I can complete a reading and writing baseline assessment.</i> Day 3: Learning Target: I can identify and analyze imagery in poetry to understand how poets create vivid experiences through language. Day 4: Learning Target: I can identify and analyze imagery in poetry to understand how poets create vivid experiences through language. Day 5: Learning Target: <i>I can analyze how Pablo Neruda uses imagery in Sonnet 17 to talk about the nature of love, and I can support my interpretation with textual evidence.</i> Day 6: Learning Target: I can participate in a station activity focusing on discussion and writing about imagery. Day 7: Learning Target: I can write a poem that includes examples of imagery. Day 8: Learning Target: I can identify the extended metaphor and theme in “The Road not taken.” Day 9: Learning Target: I can identify the extended metaphor and theme in <i>Nothing gold can stay.</i> Day 10: Learning Target: I can identify the use of figurative language in a close reading task in <i>When giving is all we have.</i> Day 11: Learning Target: I can participate in a station activity focusing on theme and the use of figurative language in <i>When giving is all we have</i> by Alberto Rios. Day 12: Learning Target: I can identify symbols in a poem or story and explain how they contribute to meaning. Day 13: Learning Target: I can identify symbols in a</p>	<p>Resources: Selected poems, audio, video, padlet</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Poem analysis quizzes (multiple choice & short answer) ● Poetry portfolio
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the text.

- **RL.11-12.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RL.11-12.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **RL.11-12.5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Writing (W):

- **W.11-12.2:** Write informative/explanatory texts to

poem and explain in a written paragraph how they contribute to meaning.

Day 14: (Oct. 6) Learning Target:

Week 3: Poetic Form & Structure

Day 15

I can explain how the way a poem is organized (like stanzas and rhyme) affects its meaning by looking at “Stopping by Woods on a Snowy Evening” and showing how the structure helps create a thoughtful mood

Day 16

I can find examples of enjambment and punctuation in Maya Angelou’s “Still I Rise” and explain how they affect the poem in a short paragraph.

Day 17

I can compare how different types of poems (a Shakespearean sonnet and a free verse poem) use form, tone, and message by making a Venn diagram and writing a short paragraph.

Day 18

I can show how the structure of a poem supports its theme by answering questions about Emily Dickinson’s “Because I could not stop for Death” and explaining how the poem’s form connects to its message.

Day 19

I can compare how the structures of two poems support their themes by analyzing “Because I could not stop for Death” and Robert Frost’s “Stopping by Woods on a



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examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **W.11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening (SL):

- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct

Snowy Evening,” and I can explain how each poem’s form affects its meaning

Week 4: Figurative Language, Diction & Symbolism

Day 20

I can identify and interpret metaphors and similes in Pablo Neruda’s *“If You Forget Me”* by highlighting at least three examples of figurative language and writing a paragraph explaining their emotional impact.

Day 21

I can analyze the connotative meaning of diction and symbolism in Langston Hughes’ *“Harlem”* by completing a word-choice map and responding to two short-answer questions about symbolism.

Day 22

I can distinguish between literal and figurative meanings in Edgar Allan Poe’s *“Annabel Lee”* by completing a chart that identifies figurative language and explains its meaning in context.

Day 23

I can analyze how imagery and personification create mood in William Wordsworth’s *“I Wandered Lonely as a Cloud”* by writing a paragraph about how visual and emotional imagery enhance the speaker’s experience.

Day 24

I can revise a previous poem I wrote by including at least three types of figurative language—metaphor,



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perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Language (L):

- **L.11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

simile, and imagery—and annotating my draft to explain how I used each one.

Week 5: Thematic Connections & Diverse Lenses

Day 25

I can analyze how themes of identity and culture are expressed in Alberto Ríos' *"The Border: A Double Sonnet"* by writing a short response on how structure and language reflect border experiences.

Day 26

I can apply a historical or cultural lens to Maya Angelou's *"Phenomenal Woman"* by participating in a group discussion and writing a reflection on how the poem reflects cultural empowerment.

Day 27

I can compare two poems with similar themes by writing a compare/contrast paragraph that analyzes how each poet presents the theme using evidence from both texts.

Day 28

I can connect a poem to a personal experience or cultural background by writing a personal narrative or reflection in response to a poem of my choice.

Day 29

I can present my interpretation of a poem by delivering an oral or video presentation that explains its tone, structure, and theme using supporting evidence.

Week 6: Portfolio Creation & Final Reflections



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Day 30

I can select and organize my original poems into a cohesive poetry portfolio by compiling them with titles, dates, and notes about inspiration and revisions.

Day 31

I can write a reflective introduction for my poetry portfolio by drafting a one-page reflection that explains my growth as a poet and reader of poetry.

Day 32

I can revise my poetry for word choice, tone, and structure by reviewing peer feedback and making thoughtful changes to two selected poems.

Day 33

I can edit my poetry portfolio for grammar, format, and clarity by completing a self-edit checklist and preparing my final portfolio for submission.

Day 34

I can present selections from my poetry portfolio by reading one poem aloud and sharing my reflective introduction with the class confidently and thoughtfully.

Day 35 (Optional/Make-Up Day)

I can provide thoughtful feedback to classmates on their poetry presentations by completing peer feedback forms and participating in discussion.



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<p>Unit 2: Short Stories 10/31-12/9</p>	<p>25</p>	<p>Unit Essential Question: How do authors use characters, conflict, and setting to reveal deeper truths about the human experience?</p>	<p>Core Content: Short Stories</p> <ol style="list-style-type: none"> "Thank You, Ma'am" by Langston Hughes "The Lottery" by Shirley Jackson "Girl" by Jamaica Kincaid "Everyday Use" by Alice Walker <p>NG Standards:</p> <p>Reading Literature (RL)</p> <ul style="list-style-type: none"> ● RL.9-10.1 / RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly. ● RL.9-10.2 / RL.11-12.2 Determine and analyze the development of theme(s) or central idea(s) and provide an objective summary. ● RL.9-10.3 / RL.11-12.3 Analyze how complex characters develop and interact with others, and advance the plot or develop the theme. 	<p>Week 1: Plot Elements & Narrative Foundations</p> <p>Day 1: I can identify key elements of a short story's plot and label them on a plot diagram using an excerpt from "Everyday Use."</p> <p>Day 2: I can define and use vocabulary related to narrative elements and today's story, "Everyday Use."</p> <p>Day 3: I can analyze how the exposition of a short story introduces setting and characters in "Thank You, Ma'am."</p> <p>Day 4: I can discuss the cultural background of a character in "Thank You, Ma'am" and how it influences the story.</p> <p>Day 5: I can describe how the conflict in a story drives the plot forward in "Everyday Use."</p> <p>Week 2: Character Development & Theme</p> <p>Day 6: I can identify traits of the protagonist and analyze their motivations in "Thank You, Ma'am."</p> <p>Day 7: I can analyze the actions and words of the protagonist in "Thank You, Ma'am" and write a paragraph analyzing the character.</p> <p>Day 8: I can determine the theme of "Everyday Use" and support it with textual evidence.</p> <p>Day 9:</p>	<p>Resources: Short stories, audio, video, padlet</p> <p>Assessments::</p> <ul style="list-style-type: none"> ● Short story analysis essay (focus on plot, character, and theme) ● Group presentation on cultural context of one story
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- RL.9-10.4 / RL.11-12.4
Analyze the meaning and impact of words and phrases, including figurative and connotative meanings.
- RL.9-10.5 / RL.11-12.5
Analyze how an author's choices regarding the structure of a text, order of events, and time manipulation create effects such as mystery, tension, or surprise.
- RL.9-10.6 / RL.11-12.6
Analyze a particular point of view or cultural experience portrayed in a work of literature from outside the United States; analyze how an author's choices contribute to a text's meaning and style.

Writing (W)

- W.9-10.2 / W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, such as literary analysis essays.

I can participate in a group discussion about how a character's choices develop the theme in "*Everyday Use*."

Day 10:

I can compare my analysis of theme and character in "*Thank You, Ma'am*" and "*Everyday Use*" with my peers and refine my ideas.

Week 3: Author's Craft & Cultural Perspective Day 11:

I can analyze how the author structures a story to create tension or surprise in "*The Lottery*."

Day 12:

I can identify examples of foreshadowing in "*The Lottery*" and explain their effect on the reader.

Day 13:

I can analyze how a story reflects a cultural experience or worldview in "*Girl*."

Day 14:

I can compare cultural perspectives in "*The Lottery*" and "*Girl*."

Day 15:

I can discuss how cultural background influences character behavior and choices in stories such as "*Thank You, Ma'am*," "*Girl*," or "*Everyday Use*."

Day 16

I can choose a short story and identify its key elements: plot, character, theme.

Day 17

I can write a strong thesis statement for a literary analysis essay.

Day 18

I can write a clear, organized body paragraph with textual evidence.

Day 19



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- W.9-10.4 / W.11-12.4

Produce clear and coherent writing appropriate to task, purpose, and audience.

- W.9-10.5 / W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.9 / W.11-12.9

Draw evidence from literary texts to support analysis, reflection, and research.

Speaking and Listening (SL)

- SL.9-10.1 / SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

- SL.9-10.4 / SL.11-12.4

Present information and supporting evidence clearly, concisely, and logically so listeners can follow the line of reasoning.

I can revise my writing for clarity and textual support.

Day 20

I can write a complete draft of my literary analysis essay.

Week 5: Presentation & Group Presentation

Day 21: I can research cultural background relevant to my story.

Day 22: I can collaborate with my group to plan a presentation about the cultural context of our story.

Day 23: I can create visuals that support the cultural context of a story.

Day 24: I can present cultural insights about a short story to my peers.

Day 25: I can revise and finalize my literary analysis essay for submission.



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			<p>Language (L)</p> <ul style="list-style-type: none"> ● L.9-10.4 / L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases; interpret figurative language and nuances in word meanings. ● L.9-10.5 / L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 		
<p>Unit 3: <i>Macbeth</i> by William Shakespeare 12/10-1/16</p>	21	<p>Unit Essential Question: How does Shakespeare explore the corrupting influence of power and ambition in <i>Macbeth</i>, and what makes these themes relevant today?</p>	<p>Core Content: <i>Macbeth</i> by Shakespeare</p> <p>NG Standards:</p> <p>Reading Literature (RL.9-10.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> ● RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it 	<p>Week 1: Introduction to Shakespeare & the World of <i>Macbeth</i></p> <p>Day 1: <i>I can identify who Shakespeare was and describe the world he lived in by completing a webquest and timeline about the Elizabethan era.</i></p> <p>Day 2: <i>I can learn 10 new vocabulary words from Act 1 of <i>Macbeth</i> by using pictures, definitions, and example sentences in a vocabulary organizer.</i></p> <p>Day 3: <i>I can understand Shakespearean language by</i></p>	<p>Resources: <i>Macbeth</i> (leveled readers), film, padlet</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Literary essay ● Scene presentations



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emerges and is shaped and refined by specific details; provide an objective summary of the text.

- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

translating five lines from Macbeth into modern English with my group.

Day 4:

I can summarize the beginning of the play by reading Act 1, Scenes 1–3 and completing a character chart for the witches and Macbeth.

Day 5:

I can explain how the witches use foreshadowing by writing a short paragraph using a quote from Act 1.

Week 2: Ambition and Character Motivation

Day 6:

I can describe Macbeth's inner conflict by reading Act 1, Scene 7 and filling in a T-chart of his reasons for and against killing Duncan.

Day 7:

I can explain Lady Macbeth's influence on Macbeth by acting out and annotating her soliloquy in Act 1, Scene 5.

Day 8:

I can analyze the theme of ambition by writing a short response about whether Macbeth is driven more by ambition or pressure.

Day 9:

I can track Macbeth's emotional response to murder by watching and reading Act 2, and completing a cause-and-effect chart.

Day 10:

I can compare Macbeth's and Lady Macbeth's reactions to Duncan's death by discussing in groups and filling out a comparison chart.



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- L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

Week 3: Guilt, Symbolism, and Irony

Day 11:

I can identify symbols like blood and sleep in the play by analyzing two quotes and drawing a simple visual to show their meaning.

Day 12:

I can show character emotion through performance by rehearsing and acting out Act 3, Scene 4 (Banquo's ghost scene) with a partner.

Week 4: Fate, Power, and Prophecy

Day 13:

I can interpret the witches' prophecies by reading Act 4, Scene 1 and drawing the three apparitions with their meanings.

Day 14:

I can analyze the theme of fate by writing a short response on whether Macbeth controls his destiny or is ruled by prophecy.

Day 15:

I can explain how power is affecting Macbeth by using a graphic organizer to track how his relationships are changing.

Day 16:

I can analyze Macduff's reaction to his loss by reading Act 4, Scene 3 and completing a character response chart.

Day 17:

I can review key events and characters from Acts 4–5 by participating in a team review game to prepare for the



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				<p>quiz.</p> <p>Week 5: Tragic Downfall and Character Reflection</p> <p>Day 18: <i>I can explain how guilt leads to Lady Macbeth's downfall by reading Act 5, Scene 1 and creating a storyboard of the sleepwalking scene.</i></p> <p>Day 19: <i>I can explain how the play ends and what it says about power by reading Act 5, Scene 8 and answering theme questions.</i></p> <p>Day 20: I can write a literary analysis essay discussing how Macbeth changes as the play progresses.</p> <p>Day 21: I can take a MC and short answer assessment on the themes and characters in Macbeth.</p>	
<p>Unit 4: Nonfiction and Argumentative Writing 1/27-3/9</p>	25	<p>Unit Essential Question: How do authors construct effective arguments in nonfiction texts, and how can we use these strategies to persuade others in our own writing?</p>	<p>Core Content: Informative essays and articles</p> <p>NG Standards:</p> <p>RI.9-10: Read informational texts closely and make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</p>	<p>Day 1: I can identify the components of an argumentative essay and distinguish argumentative writing from other types of nonfiction.</p> <p>Day 2: I can write a clear, debatable claim (thesis) for an argumentative essay.</p> <p>Day 3: I can identify an author's argument and supporting evidence in nonfiction texts.</p>	<p>Resources: variety of argumentative articles to be used as writing models</p> <p>Assessments:</p>



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RI6.9-10: Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.

W1.9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W4.9-10: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5.9-10: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL1.9-10: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Day 4:

I can find credible and relevant evidence from nonfiction sources to support my argument.

Day 5:

I can plan the structure of an argumentative essay using organized paragraphs.

Day 6:

I can write an engaging introduction that includes background information and a clear thesis.

Day 7:

I can support my claims with evidence and explain how it proves my point.

Day 8:

I can acknowledge and refute counterarguments to strengthen my position.

Day 9:

I can begin drafting my argumentative essay using my outline and nonfiction sources.

Day 10:

I can write a conclusion that restates the thesis, summarizes main points, and leaves a lasting impression.

Day 11:

I can strengthen my argument by integrating more specific and credible evidence from nonfiction sources.

Day 12:

I can incorporate quotations smoothly into my writing using proper formatting and context.

Day 13:

I can use transitions to improve the flow and clarity between my ideas and paragraphs.

Day 14:

I can adjust the style and tone of my writing to suit my audience and strengthen my argument.

- Argumentative essay
- Peer review and revision of essays



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<p>Unit 5: Creative Writing 3/11-4/23</p>	<p>25</p>	<p>Unit Essential Question: How can writers use creativity and literary techniques to effectively express ideas, emotions, and experiences</p>	<p>Core Content: "This Is Just to Say" by William Carlos Williams "Still I Rise" by Maya Angelou "The Summer I Was Sixteen" by Geraldine Connolly "Goodbye to all that" by Joan Didion "A House of My Own" by Sandra Cisneros</p> <p>NG Standards:</p>	<p>Day 1: I can generate and record at least three creative writing ideas by responding to prompts in different genres (fiction, poetry, and personal essay).</p> <p>Day 2: I can identify characteristics of fiction, poetry, and creative nonfiction by annotating model texts and discussing genre features with peers.</p> <p>Day 3: I can choose one genre to focus on first and create a rough outline or mind map for an original piece in that</p>	<p>Resources: Model texts, audio/video, padlet</p> <p>Assessments:</p> <ul style="list-style-type: none">● Writing Process: 3 drafts● Peer Feedback participation
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through original works?

Reading Literature (RL):

RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Writing (W):

W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3.a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

genre.

Day 4:

I can write a first draft of a creative piece (fiction, poem, or essay) using my outline or idea map as a guide.

Day 5:

I can identify the strengths and areas for improvement in my draft by completing a guided self-assessment checklist.

Day 6:

I can revise my first draft by focusing on imagery, tone, and word choice, using a mini-lesson and mentor text as a model.

Day 7:

I can provide constructive feedback on a peer's writing by completing a peer review form focused on content and clarity.

Day 8:

I can revise my writing based on peer feedback by making at least three meaningful changes to my piece.

Day 9:

I can write a second draft in a different genre (e.g., if I wrote fiction first, now I write a poem or essay).

Day 10:

I can identify and analyze how different genres shape voice and structure by comparing my two drafts in a short reflection.

Day 11:

I can revise my second draft by focusing on voice and sentence fluency, using mini-lessons and peer models for guidance.

Day 12:

I can participate in a writing conference with my teacher and set one specific revision goal based on the

- Quiz: Literary elements



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W.9-10.3.c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

discussion.

Day 13:

I can apply figurative language and literary devices (like simile, metaphor, or repetition) to enhance my creative writing.

Day 14:

I can edit my piece for grammar, punctuation, and style by using an editing checklist and peer proofreading.

Day 15:

I can reflect on my growth as a writer by writing a short journal entry connecting past feedback to current revisions.

Day 16:

I can choose one of my pieces to polish for publication by evaluating which draft best represents my voice and style.

Day 17:

I can prepare my final draft by applying final revisions and formatting it for publication or sharing.

Day 18:

I can write a reflection explaining my writing process, what I've learned, and how I've grown as a writer this year.

Day 19:

I can share my final piece in a class reading or gallery walk and respond respectfully to others' work.

Day 20:

I can complete a final self-assessment of my creative writing portfolio by evaluating my growth, strengths, and future goals.



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Dates	#Days		Core Content & NG Standards	Learning Target	
Unit 6: ELA Regents prep 4/24 - 6/16	35	Essential Question: How do effective reading and writing strategies help us understand complex texts and express our ideas clearly in academic settings?"	Core Content: Previous ELA Regents exams NG Standards: <i>RI.11-12.2 – Determine two or more central ideas and analyze their development over the course of the text.</i> <i>W.11-12.1 – Write arguments to support claims with clear reasons and relevant evidence.</i> <i>W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas.</i> <i>W.11-12.4 – Produce clear and coherent writing</i>	<i>Day 1: I can identify the central idea of a nonfiction text and support it with evidence.</i> <i>Day 2: I can analyze how an author develops central ideas through details and structure.</i> <i>Day 3: I can determine the meaning of vocabulary in context.</i> <i>Day 4: I can analyze how an author uses literary devices to achieve purpose</i> <i>Day 5: I can make inferences and support them with textual evidence.</i> <i>Day 6: I can identify the author’s central idea and writing strategy in a text.</i> <i>Day 7: I can identify and explain an author’s use of a writing strategy (e.g., diction, tone, structure).</i> <i>Day 8: I can write a clear and focused introduction to a text analysis essay.</i> <i>Day 9: I can write a body paragraph that explains how an author uses a writing strategy to develop a central idea.</i> <i>Day 10: I can revise my writing to strengthen my analysis and coherence.</i> <i>Day 11: I can write a complete text analysis essay using evidence and effective structure.</i>	Resources: <i>Previous ELA Regents exams</i> Assessments: <i>Under timed conditions:</i> <ul style="list-style-type: none"> ● Answering multiple-choice questions with textual evidence ● Writing a focused text analysis essay ● Structuring and developing an argumentative essay with a counterclaim



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*appropriate to task,
purpose, and audience.*

*L.11-12.6 – Acquire and use
academic and domain-
specific words and phrases
accurately.*

Day 12:

I can assess my writing using a Regents rubric to identify strengths and areas for improvement.

Day 13:

I can revise my essay for precision and depth of analysis.

Day 14:

I can edit my essay for grammar, punctuation, and sentence structure.

Day 15:

I can reflect on my progress and set goals for the argumentative essay.

Day 16:

I can identify the central claim and evaluate evidence in a source.

Day 17:

I can develop a clear thesis that takes a position on an issue.

Day 18:

I can structure a body paragraph with a claim, evidence, and analysis.

Day 19: I can structure a body paragraph with a claim, evidence, and analysis.

Day 20:

I can introduce and refute a counterclaim effectively.

Day 21: I can introduce and refute a counterclaim effectively.

Day 22: I can organize and outline an argumentative essay.

Day 23: I can organize and outline an argumentative essay.

Day 24: I can write a full argumentative essay under timed conditions.

Day 25:

I can evaluate my essay using the Regents rubric and revise for clarity and strength.

Day 26:

I can manage my time and strategies across all Regents exam parts.

Day 27-30:

I can complete a full-length ELA Regents exam to demonstrate my readiness.



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Day 31:

I can reflect on my exam performance and identify next steps for growth.

Day 32: I can identify and explain my strengths and weaknesses from the mock Regents exam.

Day 33: I can correct my mistakes and explain why the correct answers are right.

Day 34: I can apply test-taking strategies to improve my accuracy and confidence.

Day 35: I can set specific goals and create an action plan to prepare for the Regents exam