



**Ephrata High School  
Course Syllabus  
Short Story  
1035**



### *I. Course Description*

Short Stories is a course in which students will study the form and structure of the short story. Students will read stories dealing with social and personal problems. They will write paragraphs and essays dealing with stories they have read, will give short talks, and will participate in group discussions that relate to their readings.

### *II. Materials & Equipment*

Impact: 50 Short Stories  
Journal  
Teacher selected videos

### *III. Course Goals & Objectives*

Students will improve their critical reading strategies  
Students will improve their expository and persuasive writing

### *IV. Course Topics (Summary Outline)*

#### Unit 1 – Tales with a Twist

Students will be able to –

1. Identify the elements of the short story: characters, theme, plot outline, foreshadowing, irony and tone (atmosphere).
2. Write about the elements of the short story in a 3 paragraph expository composition (intro, body, conclusion)
3. Write according to the domain scoring guide parameters of the PSSA test with knowledge of the following areas: focus, organization, style, content and conventions.
4. Write by modeling the style of a selected short story.
5. Define vocabulary from context of the selected short stories.
6. Produce a visual project to display their knowledge of the vocabulary and present it to the class
7. Listen to the reading of a novel *Z For Zachariah* for 1 period each week while answering comprehension questions about elements learned within the unit

#### Unit 2 Turning Points

Students will be able to –

1. Answer reading comprehension questions based on plot, irony. Theme, foreshadowing, characters and tone from the selected short stories of this unit.
2. Understand the term “satire”
3. Write using critical and creative thinking by relating well known quotations to themes of several short stories
4. Write using an expanded 4 paragraph expository form based on the domain scoring guide.
5. Write using correctly punctuated dialogue for enhanced clarity in their work.
6. Use vocabulary selected from context of the short stories in their writing.
7. Produce a visual project to display their knowledge of the vocabulary and present it to the class
8. Listen to the reading of a novel *Z For Zachariah* for 1 period each week while answering comprehension questions about elements learned within the unit

#### Unit 3 – Character

Students will be able to –

1. Use reading and viewing comprehension to answer questions about plot, satire, theme, tone.
2. Create a written character sketch focusing on increased use of new vocabulary, dialogue and PSSA writing form.
3. Write a persuasive essay from a selected short story but based on similar essays in PSSA

4. Continue to select vocabulary from context for use in writing and reading comprehension.
5. Produce a visual project to display their knowledge of the vocabulary and present it to the class
6. Listen to the reading of a novel *Animal Farm* for 1 period each week while answering comprehension questions about elements learned within the unit

#### Unit 4 – Theme

Students will be able to –

1. Continue to improve reading comprehension techniques through oral and written discussions and answers to short story questions
2. Write a 5 paragraph expository composition comparing two short stories from this unit
3. Identify various Points of View from which the author’s tell their stories
4. Produce a visual project to display their knowledge of the vocabulary of the unit and present it to the class
5. Listen to the reading of a novel *Animal Farm* for 1 period each week while answering comprehension questions about elements learned within the unit

### *V. Assignments & Grading*

Diagnostic writing and literature terminology tests

Unit objective tests

Unit out of class composition

Unit impromptu expository and persuasive compositions

Reading for Growth weekly journal entries

Final