

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Comp Lit 2AB				Course Code		F0405-F0406			
Transcript Title:	Comp Lit 2AB			Grades Levels:	10		Board Adoption Date:		May 2014		
Content Area:	English			GPA Scale:	4.0		Date Course Submitted:		April 2014		
Credential Req:	Single-Subject English		Graduation Subject Areas:		English						
UC/CSU "A-G" Area Approvals:				School Site that wrote and submitted the course:			Estancia, NHHS, CMHS, CdM, Early College, and Back Bay				
Recommend Skill(s):	Reading and Writing at grade level										
Next course(s):	Comp Lit 3 AB										

COURSE DESCRIPTION (catalog summary):

Comp Lit II AB is designed to prepare students to read a diverse array of classic and contemporary literature as well as challenging informational texts. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use to prepare students for real life experiences.

GOALS (expected performance outcomes for students):

Students will:

1. Demonstrate independence by comprehending and evaluating grade-level texts across a range of types and disciplines so that they can construct effective arguments and articulate their own ideas.
2. Build strong content knowledge by reading purposefully and listening attentively in order to engage with works of quality and substance.

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3. Respond in speaking and writing to the varying demands of audience, task, purpose, and discipline.
4. Engage in open-minded, but discerning conversations surrounding texts in order to question an author's or speaker's assumptions by assessing the veracity of claims and soundness of reasoning.
5. Use and value evidence when supporting their own points in writing and speaking, making their reasoning clear.
6. Use technology and digital media strategically and capably.
7. Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
8. Vicariously inhabit worlds and experiences much different than their own by reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews

Adapted from the Common Core "Habits of Mind"

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

- RL 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.
- RL 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 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.
- RL 10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL 10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL 10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL 10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- RL 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- RL 10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- RI 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.

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RI 10.2 Determine a central idea of a text and analyze 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.

RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

RI 10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI 10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RI 10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

W 10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W 10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W 10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W 10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W 10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

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W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W 10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL 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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL 10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL 10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL 10.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) CA

b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.) CA

SL 10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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- SL 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L 10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
- L 10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- L 10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes. CA
 - c. Consult general and specialized reference materials (e.g., college level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA
 - d. Verify the preliminary determination of the meaning of a word or phrase.
- L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
- L 10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EVALUATION (*how the effectiveness of the course will be monitored and assessed*):

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Students will be given a benchmark assessment three times a year, with opportunities for reviewing of concepts. Speaking and listening standards will be evaluated through class discussions. Narrative, analytical/informative, and argumentative writing will be assessed throughout the year, with a student choice of modalities at the end of the year to show mastery of audience and purpose. Writing will be assessed with common rubrics based on the various modalities.

CORE TEXT

Prentice Hall: Timeless Voices, Timeless Themes

SUPPLEMENTAL TEXTS

Lord of the Flies, The Tragedy of Julius Caesar, Animal Farm, Enrique's Journey, All Quiet on the Western Front, Kite Runner, 1984, A Separate Peace, The Metamorphosis, Parable of the Sower, Medea, Macbeth, The Picture of Dorian Gray, Twelve Angry Men, Things Fall Apart, Catcher in the Rye, Antigone, Anthem, Dawn, Into the Wild, Walden, and Bell Jar.

Unit 1	Length of Unit ... 5-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Our Values, Ourselves</i>	Point of view: 1st, 2nd, 3rd limited, 3rd omniscient Plot: exposition, rising action, climax, falling action, resolution, progression of events Conflict: internal, external, mode, Characters: dialogue, internal	<i>BENCHMARK (October)</i> <i>Reading for Literature</i> Key Ideas and Details RL 10.2 Determine theme RL 10.3 Analyze character development Craft and Structure RL 10.4 Determine word meanings, including figurative and connotative meanings RL 10.5 Analyze how an author's choices concerning the structure of a text create an effect RL 10.6 Analyze a particular point of	<i>Essential Questions:</i> 1. How can we understand ourselves and our values? 2. How can we help others understand ourselves and our values? 3. Why is it important to understand others and their values? 4. How can we understand others and their values? Read and annotate pieces of text (core novels/plays) to be able to cite textual evidence.	Primary Text: <i>Prentice Hall: Timeless Voices, Timeless Themes</i> Selection of short stories Supplemental Novel Options: <i>Brave New World, Parable of the Sower, 1984, The Tragedy of Julius Caesar</i>

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	dialogue, actions, descriptions, essence traits and action traits, motivation, conflicting motivation, desire, credibility/reliability Setting: physical, social, cultural, time Figurative language: metaphor, simile, symbols, etc. Theme	view Language Conventions of Standard English L 10.1 Demonstrate command of the conventions of standards English grammar and usage L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling Writing Text Types and Purposes W 10.3 Write narratives to develop real or imagined experiences or events Production and Distribution of Writing W 10.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting W 10.6 Use technology	Plot and character analysis of unit text (ex. Indirect/direct characterization, character traits, motivation, etc) Discuss greater themes and motifs in class. Articulate the connection between events and ideas / beliefs Write reflective and analytical responses to course literature. Demonstration of command of the conventions of standard English capitalization, punctuation, and spelling as well as narrative elements through writing a narrative.	
Differentiation	Support -- for students who are struggling with the content	<i>Content: Audio and visuals to support the reading of grade-level texts.</i> <i>Process: Templates and graphic organizers for plot and character development as well as shaping sheet or scaffolding for a structured writing, revision and editing process.</i> <i>Product: Annotated texts and written narrative</i>		
	Extension – for high achieving students.	<i>Content: Supplemental literature (stories, poems, videos, etc), news articles/nonfiction text, complex literary devices</i> <i>Process: Additional analysis of complex literary devices</i> <i>Product: More in-depth or extensive project/assignment parameters, inclusion of complex literary techniques</i>		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Annotation of novel/core text Reflective journals from reading Pre-writing activities – drafting, narrative outline, revision/editing, peer editing
	Summative Assessments (<i>unit final evaluation</i>): Write a narrative of about 3-5 pages. Possible options: • Write a personal narrative about an event or events that have shaped something you believe. Consider writing about a belief that is not common amongst your peers. • Write a scene from a larger story, etc. • This I Believe

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Unit 2	Length of Unit: 5-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>The Individual and Society</i>	Power, conflict and control Universal themes Character types – hero, tragic hero, etc. Community vs. individuality Personal identity vs. social identity Figurative vs connotative meaning of words	BENCHMARK (January) Reading for Literature <i>Key Ideas and Details</i> RL 10.1 Cite strong and thorough textual evidence RL 10.2 Determine a theme Craft and Structure RL 10.4 Determine the meaning of words and phrases as they are used in the text Reading for Information <i>Key Ideas and Details</i> RI 10.2 Determine the central idea Integration of Knowledge and Ideas RI 10.7 Compare various accounts on the same topic Writing Text Types and Purposes W 10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information Production and Distribution W 10.5 Develop and strengthen writing as needed Research to Build and Present Knowledge W 10.9 Draw evidence from literary or informational text Speaking and Listening Comprehension and Collaboration SL 10.1 Initiate and participate	<i>Essential Questions:</i> 1. What does it mean to be an individual? 2. What does it mean to be part of a community? 3. What are the pros and cons of individuality? 4. What are the pros and cons of community? 5. What do we owe ourselves? 6. What do we owe each other? 7. How do power, conflict, and control manifest themselves in those relationships? 8. How does an author use literary devices to create and communicate ideas? Read and annotate pieces of text (core novels/plays) citing textual evidence for central thematic references as well as author's word choice to convey tone and meaning. Give teacher-prepared evidence (abundant) and have students sort: what evidence goes together? Socratic seminar to practice using the text to support ideas. Discuss greater themes and motifs in class	<i>Primary Text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> Selection of non-fiction for explanatory and informational focus <i>Supplemental Novel Options:</i> <i>Medea, Lord of the Flies, Things Fall Apart</i>

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		effectively in a range of collaborative discussions	Write reflective and analytical responses to literature Review the structure of an Explanatory/ Information literary analysis essay Group and individual practice of essay parts; edit on document camera	
Differentiation	Support -- for students who are struggling with the content	Content: Grade-level appropriate text with modeling and scaffolding to access language and content. Process: Templates, graphic organizers for writing as well as literary theme and word choice, revision and editing process organizers and scaffolding. Samples, teacher modeling, peer sharing, writing conferences. Close reading with citing of textual evidence to be used in essay. Product: Informative/Explanatory Essay		
	Extension – for high achieving students.	Content: Supplemental literature (stories, poems, videos, etc.), news articles/nonfiction text, complex literary devices Process: Additional analysis of complex literary devices Product: More in-depth or extensive project/assignment parameters, inclusion of complex literary techniques		
Evaluation	Formative Assessments (ongoing & mid-lesson): - Drafts for the essay - Reflective journals - Citation of textual evidence			

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	Summative Assessments <i>(unit final evaluation):</i> Explanatory/Informational literary analysis, text-based process essay. Length: 3-5 pages		

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Unit 3	Length of Unit: 5-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>The Powerful and the Powerless</i> <i>[Drama]</i>	Character development and motivation Theme development Allusions Conflict Rhetorical devices, including ethos, pathos, logos In addition, students will learn chapter-specific vocabulary	BENCHMARK (January) Reading for Literature Key Ideas and Details RL 10.1 Cite strong and thorough textual evidence RL 10.3 Analyze how complex characters develop over the course Craft and Structure RL 10.5 Analyze how an author's choices concerning how to structure a text create effects RL 10.6 Analyze a particular point of view or cultural experience reflected in a work Integration of Knowledge and Ideas RL 10.7 Analyze the representation of a subject or key scene in two different mediums RL 10.9 Analyze how an author transforms source material Writing Text Types and Purposes W 10.2 Write expository/informational texts Research to Build and Present Knowledge W 10.7 Conduct short as well as more sustained research projects W 10.8 Gather relevant Information Range of Writing W 10.10 Write routinely over extended time frames Speaking and Listening	Essential Questions: 1. Who has power over you? How? 2. Over whom do you have power? How? 3. Can one be powerful and ethical? 4. What is the relationship between gender and power? 5. What's the relationship between language and power? 6. How does an author use literary devices to create and communicate ideas? Choose a person living or dead, fictional or not, who embodies one of the major characters from the work. Read/listen/speak the play, identifying when characters use persuasive devices. Close readings and annotating of literary and supplemental texts Small groups (literature circles and/or Socratic Seminars) to discuss ways in which persuasive devices are used to	Primary Text: <i>Prentice Hall: Timeless Voices, Timeless Themes</i> Supplementary Informational and Literary Texts <i>The Tragedy of Julius Caesar by William Shakespeare</i> <i>Macbeth by William Shakespeare</i> <i>Antigone by Sophocles</i>

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		Presentation of Knowledge and Ideas SL 10.4 Present information logically	influence various audiences. Individual or group project that demonstrates students' understanding of rhetorical devices, persuasion, and how to create a product that can influence consumers Written analysis with textual evidence. Timed-write literary analysis on a cold passage.	
Differentiation	Support -- for students who are struggling with the content	Content: Texts will be scaffolded. Process: Graphic organizers and templates will be provided. Product: Essay length is adapted as needed.		
	Extension – for high achieving students.	Content: Additional complex texts will be available. Process: Synthesis of multiple texts. Product: Multiple-paragraph essay, which will integrate strong and thorough textual evidence that supports analysis.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Checking for Understanding (key vocabulary, etc.) Class discussions Annotated readings Peer review/accountability (literature circles/Socratic Seminars) Brief written responses/reflections Reading quizzes			

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	Summative Assessments <i>(unit final evaluation):</i> Informative/explanatory essay		

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Unit 4	Length of Unit: 4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Conflict & Consequences [Historical fiction and Non-fiction]	<i>Reading for Information</i> <i>Source Evaluation</i> <i>Ethos, pathos, logos, conflict, resolution,</i> <i>Historical Perspective on analysis of fiction</i> <i>Author's perspective and purpose</i>	BENCHMARK (May) Reading for Information <i>Key Ideas and Details</i> RI 10.1 Cite strong and thorough textual evidence RI 10.2 Determine a central idea Craft and Structure RI 10.6 Determine an author's point of view and purpose Integration of Knowledge and Ideas RI 10.7 Analyze a various accounts told in different mediums RI 10.9 Analyze seminal US documents Range of Reading RI 10.10 Read and comprehend nonfiction Writing Text Types and Purposes <i>W 10.1 Write arguments to support claims</i> Production and Distribution of Writing <i>W 10.5 Develop and strengthen writing as needed</i> Research to Build and Present Knowledge W 10.7 Conduct short as well as more sustained research projects W 10.8 Gather Relevant Information Speaking and Listening	<i>Essential Questions:</i> 1. What causes conflict? 2. What role does fear play in conflict? 3. How do people try to exert control over themselves or others? 4. What are different ways people deal with conflict? 5. What are appropriate ways to engage in conflict? 6. What are appropriate ways to resolve conflict? Read informational texts that support the historical and political central idea of the selected novel. Read one of the major texts identifying the conflicts, paying special attention to each conflict's root, resolution, and consequence. Also, focus on the elements of control over others. Annotate the textual evidence that supports the central idea and conveys the author's purpose and point of view. Read and discuss articles, poems, visual media, current events or primary sources	<i>Primary Text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> <i>Supplementary:</i> <i>Selections of non-fiction to accompany novel study</i> <i>1984; Lord of the Flies; A Separate Peace; All Quiet on the Western Front</i>

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		Comprehension and Collaboration <i>SL 10.1 Initiate and participate effectively in a range of collaborative discussions</i> <i>SL 10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</i>	that relate to the topics of conflict and/or control. Discuss texts through a Socratic Seminar Practice argumentative writing with counter claims. Locate the counter-argument in multiple texts	
Differentiation	Support -- for students who are struggling with the content	Content: Reading-level appropriate materials, audio or video as needed for fluency and tone. Process: Sentence Starters (They Say, I Say), Co-annotation so that students get a model of the annotations, Annotation Guide, Annotation Marks Product: Essay using templates or shaping sheets		
	Extension – for high achieving students.	Content: More challenging articles, have them find their own sources Process: On-line discussion board or co-annotation, like Crocodoc Product: Debate or speeches		
Evaluation	Formative Assessments (ongoing & mid-lesson): Annotated texts Counter Argument collections Shorter argumentative writing			
	Summative Assessments (unit final evaluation): Students will develop an argument answering the essay prompt and synthesize the given sources to support their claim and refute the counter-claim.			

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Unit 5	Length of Unit: 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Choice and Chance	<i>Rhetorical Strategies</i> <i>Figurative language, connotation vs denotation, tone vs mood</i>	<i>BENCH MARK (May)</i> <i>Reading for Information</i> Key Ideas and Details <i>RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events</i> Craft and Structure <i>RI 10.4 Determine the meaning of words and phrases as they are used in a text</i> <i>RI 10.5 Analyze in detail how an author's ideas and claims are developed and refined</i> Integration of Knowledge and Ideas <i>RI 10.8 Delineate and evaluate the argument and specific claims in a text</i> Range of Reading <i>RI 10.10 Read and comprehend nonfiction in the grades 9-10 text complexity band</i> Writing Research to Build and Present Knowledge <i>W 10.7 Conduct short as well as more sustained research project</i> <i>W 10.8 Gather information from multiple sources</i> <i>W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</i> Speaking and Listening Comprehension and Collaboration	<i>Essential Questions:</i> 1. How much of life is determined by choice? How much is determined by chance? 2. How does one evaluate sources of information? 3. How does one construct our opinions in the face of competing information? 4. How does one respond to divergent points of view? What are the basic argumentative strategies (pathos, logos, ethos) and when are they appropriate? Read the text: which of the consequences can be attributed to chance and which to choice? Class discussions on evaluating the author's points and use of rhetoric to develop these points. Evaluate multiple sources. (Ex.: Synthesis essay citing textual evidence) Write a précis of various sources. (academic summary: ethos, pathos, logos). Identify central questions in reading of	<i>Primary Text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> <i>Supplementary::</i> <i>Selections of non-fiction to accompany novel study</i> <i>Twelve Angry Men</i> <i>Metamorphosis</i> <i>All Quiet on the Western Front</i> <i>A Separate Peace</i>

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		<i>SL 10.1 Engage effectively in a range of collaborative discussions</i> <i>SL 10.2 Integrate multiple sources of information</i> <i>SL 10.3 Delineate a speaker's point of view, reasoning, and use of evidence and rhetoric</i> Presentation of Knowledge and Ideas <i>SL 10.4 Present claims and findings</i> <i>SL 10.5 Makes use of digital media</i> <i>SL 10.6 Adapts speech to a variety of context</i> Language Vocabulary Acquisition and Use <i>L 10.4 Determine or clarify or meaning of unknown words</i> <i>L 10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrase</i>	informational texts. Conduct a short research project with support for analysis and reasoning and evaluate sources. (Ex: conflict scenarios or student-generated questions to solve)	
Differentiation	Support -- for students who are struggling with the content	Content: <i>Read grade-level appropriate text</i> Process: <i>Annotate text and scaffolding by teacher. Class or small group discussion on a conflict scenario. Have students come up with solutions to the conflict.</i> Product: <i>Argumentative essay</i>		
	Extension – for high achieving students.	Content: <i>Model closing arguments or articles about personal information used to evaluate entrance to college or hiring</i> Process: <i>Annotate the arguments to be able to cite evidence for synthesis.</i> Product: Mock trial, mock jury, mock closing arguments activity or synthesis essay based on employment or college entrance.		

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Evaluation	<i>Formative Assessments</i> (ongoing & mid-lesson): <i>Annotated texts</i> <i>Source Evaluation</i> <i>Research</i>
	<i>Summative Assessments</i> (unit final evaluation): Write a timed-write argumentative essay using multiple sources. (DBQ)

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Unit 6	Length of Unit: 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
A Life Worth Living	Philosophical terminology (for example: ontological thinking, existentialism, egotism. Media terminology (for example: film, journalism, personal essay)	BENCHMARK (May) Reading for Information <i>RI 10.8 Analyze seminal US documents of historical and literary significance</i> Range of Reading <i>RI 10.10 comprehend literary nonfiction</i> Writing Production and Distribution of Writing <i>W 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> <i>W 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</i> <i>W 10.6 Use technology to produce, publish, and update individual or shared writing products</i> Range of Writing <i>W 10.10 Write routinely</i> Speaking and Listening Comprehension and Collaboration <i>SL 10.2 Integrate multiple sources of information presented in diverse media or formats</i> Presentation of Knowledge and Ideas <i>SL 10.4 Present information, findings, and supporting evidence clearly, concisely, and logically</i> <i>SL 10.5 Make strategic use of digital media</i> <i>SL 10.6 Adapt speech to a variety of</i>	<i>Essential Questions:</i> 1. Is existence the same as life? 2. What is worth living for? 3. How do those that have come before us affect our future? 4. How do people document their existence? Reading closely informational texts to evaluate an argument and comprehend literary nonfiction. Discuss central questions in fiction and nonfiction. Presentation of findings using sources and technology to enhance presentation. Evaluate the historical or political argument of an author of fiction. Develop style and purpose in argumentative writing.	<i>Primary Text:</i> <i>Prentice Hall: Timeless Voices, Timeless Themes</i> Selection of non-fiction for explanatory and informational focus, including "Washington's Farewell Address", "Gettysburg Address", Roosevelt's "Four Freedoms" speech, "Letter from Birmingham Jail", "from <i>The Analects</i>", "from <i>My Left Foot</i>" <i>Supplemental Novel Options:</i> <i>Metamorphosis</i> <i>Kite Runner</i> <i>Lord of the Flies</i>

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		<i>contexts and tasks</i> <i>Language</i> <i>L 10.3 apply knowledge of language</i>		
Differentiation	Support -- for students who are struggling with the content	Content: Audio texts, re-teaching, modified pacing. How to Read Literature pgs. 124-125 of text. Process: Modeled work, informed partnering. Why Read Literature? 1. Read for the Love of Literature; 2. Read to Be Inspired; 3. Read for Information. Focus on the interactive reading strategies of identifying the author's purpose, questioning, clarifying, and interpreting. Product: Product uncoupled from text, adjusted length expectations, student-guided rubric grading		
	Extension – for high achieving students.	Content: Linked texts Process: Informed partnering, extension assignments, synthesis of multiple texts. Product: Product uncoupled from text, adjusted length expectations, student-guided rubric grading. Creation of life plan in the medium of your choice that both explains what you intend to do and how that adds-up to a meaningful life. Your audience will be your peers.		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Close Reading Class discussion Evaluation of different modes and media			
	Summative Assessments (<i>unit final evaluation</i>): Synthesis Argumentative Essay			

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Unit 7	Length of Unit: 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Life and Literature	<i>Narrative writing</i>	Reading for Literature Key Ideas and Details <i>RL 10.2 Determine a theme or central idea of a text</i>	<i>Essential Questions:</i> 1. What is the value of literature? 2. Does literature help one create a meaningful life? 3. Does literature help one create a sense of self?	<i>Primary Text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i>
	<i>Explanatory writing</i> <i>Argumentative writing</i> <i>Point-of-view</i> <i>Theme</i>	Craft and Structure <i>RL 10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings</i> <i>RL 10.6 Analyze a particular point of view or cultural experience reflected in a work of literature</i> Range of Reading <i>RL 10.10 Read and comprehend literature</i> Speaking and Listening Comprehension and Collaboration <i>SL 10.1 Initiate and participate effectively in a range of collaborative discussions</i> <i>SL 10.3 Evaluate a speaker's point of view, reasoning, and use of rhetoric</i> Language Vocabulary Acquisition and Use <i>L 10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases</i> <i>L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</i> <i>L 10.6 Acquire and use accurately</i>	<i>Quick-writes on various subjects in which students review and use the three modes of writing(narrative, explanatory, and argumentative)</i> <i>Short readings on various subjects in which students identify the three modes of writing(narrative, explanatory, and argumentative)</i> <i>Socratic seminars on the ideas in the various novels of the year.</i>	<i>Supplemental Novel Options:</i> <i>Salinger's Catcher in the Rye</i> <i>Orwell's Animal Farm</i> <i>Short stories, assorted</i> <i>Assorted writings in each of the three modes.</i>

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		<i>general academic and domain-specific words and phrases</i> Writing Text Types and Purposes <i>W 10.1 Write arguments to support claims in an analysis of substantive topics or texts</i> <i>W 10.2 Write informational/expository texts</i> <i>W 10.3 Write narratives to develop real or imagined experiences or events</i>		
Differentiation	Support -- for students who are struggling with the content	Content: <i>Scaffold the reading</i> Process: <i>Small-group discussions</i> Product: <i>Handouts to help students remember and organize the ideas from the books of the year</i>		
	Extension – for high achieving students.	Content: <i>Supplemental readings</i> Process: <i>Leading small-group and Socratic discussions</i> Product: <i>Annotated copies of supplemental material; self-organized notes on themes and ideas of the books of the year</i>		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): <i>Quick-writes on various subjects in which students review and use the three modes of writing(narrative, explanatory, and argumentative)</i> <i>Short readings on various subjects in which students identify the three modes of writing(narrative, explanatory, and argumentative)</i> <i>Socratic seminars on the ideas in the various novel-length books of the year.</i>			

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	Summative Assessments (unit final evaluation): <i>Ahead of time, students will be given three short texts that discuss the value of reading literature, one narrative, one explanatory, and one argumentative:</i> • “Does Great Literature Make Us Better” by Gregory Currie • “Your Brain on Fiction” by Annie Murphy Paul • “Hello, Martians. Let Moby-Dick Explain” by Margaret Atwood <i>Using at least one of the readings as well as at least two novel-length readings from the year, students will respond to one of three prompts, one in each writing mode (narrative, explanatory, argumentative).</i> A. <u>Explanatory Prompt</u> How has the literature this year enriched you and/or helped you understand the world, society, humanity, or existence? Use specific references to the texts. B. <u>Argumentative Prompt</u> Consider the following statement: “The world would be a better place if everyone read widely and regularly.” Do you agree or disagree? Why? Make a clear claim in your introduction, and follow with a counter-argument paragraph that sets up the body of your essay. Then, explain why you agree or disagree with the statement. Use specific references to the texts. C. <u>Narrative Prompt</u> Using Atwood’s story as a model, write a narrative in which you explain humanity (or some aspect of humanity) to aliens (or your dog, a child, etc.) using the literature we’ve read this year. Be creative, have fun, and feel free to use humor, but also develop clear ideas that are well-supported by specific references to the texts.		