KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 10 English Language Arts
Last Updated July 2016 by Alison Kocis-Westgate

Course Description: This course addresses literary analysis, grammar, composition, research, and vocabulary development. Students will acquire strategies to comprehend and analyze both classic and contemporary literature, including short stories, novels, drama, poetry, and nonfiction. The grammar and composition aspects of the course focus on the mastery of basic grammatical skills, the improvement of style through revision, and the development of thesis statements and content for different writing modes (e.g. literary analysis, persuasive, informative, etc.). In addition, students will write an APA style research paper and complete various cross-curricular, inquiry-based projects.

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Unit #/Title	1/Coming of Age Short Stories	Time Frame	3-4 Weeks

Stage 1 - Identify Desired Results

Standards

C.1.3.9–10.A 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.
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9–10.T 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.

Big Ideas

- Readers use strategies to construct meaning from text and their ability, for example, to ask their own questions is essential to meaning construction.
- Writers craft symbols, settings, and characters to convey their themes.
- Writers use language devices for effect.
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.

Essential Questions

- What "coming of age" experiences quintessentially alter an individual? How? Why are they important to growth/maturity? (cause him/her to examine himself/herself, his/her relationships, and the world around him/her)
- How do writers use literary conventions, specifically symbolism, setting, and characterization, to develop their themes?
- How do writers use language devices (diction, imagery, figurative language) for effect, such as the development of tone and mood in a short story?
- How does a writer develop a character in a short story?

Content

Literary Devices, Elements, Terminology:

- Character, plot, setting, theme, symbolism/archetypes, allusion, mood, tone, foreshadowing

Skills

- Identify and interpret an author's use of symbolism, characterization, and setting to develop themes
- Apply literary theories to develop interpretations of a text (archetypal)
- Apply prewriting strategies to plan an essay

Theories/Text Connections to Construct/Deepen Interpretations: ● Archetypal theory **Writing:** ● Constructed response, quotation integration, analysis/commentary, concrete detail, thesis, evidence	● Use textual evidence to support a written interpretation of a work ● Write a unified literary analysis essay demonstrating critical thinking about text

Unit Title	2/Image Grammar-Phrases & Style	Time Frame	2 Weeks/ ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. [. . .] Use various types of phrases and clauses to convey meaning and add variety and interest.
CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Ideas	Essential Questions
• Writers vary sentence structure/style to engage the reader and clarify meaning, depending on content, purpose, and audience. • Strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader.	• How do professional writers vary their sentence structure/style to engage the reader and clarify meaning? • How do professional writers use strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader?
Content	**Skills**
• **Parts of Speech**: Prepositions, Prepositional Phrases, Articles, Verbals (overview to demonstrate big picture), Participles (past, present, irregular), Participial Phrases, Absolute Phrases, Possessive Pronouns, Appositive Phrases, "To Be" Verbs, Opener, Subject-Verb Split, Closer, Power Verbs, Adjectives Out-of-Order	• Identify prepositions, prepositional phrases, articles, participles, participial phrases, absolute phrases, possessive pronouns, appositive phrases, adjectives-out-of-order, and weak vs. strong verbs • Write participial phrases, absolute phrases, appositive phrases, adjectives-out-of-order structures, and use strong verbs to improve their writing style and clarify meaning • Combine sentences using participial and appositive phrases to reduce repetitive language and improve clarity

Unit #/Title	3/Vocabulary	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.

Big Ideas	Essential Questions
• The continual acquisition of new vocabulary terms is beneficial to both written and oral expression. • A robust vocabulary is critical to reading comprehension. • Words can have various meanings and are best studied and learned in context. • Vocabulary words must be used repeatedly in speech and writing to become a permanent part of one's knowledge base.	• How does the continual acquisition of new vocabulary terms improve listening, speaking, reading, and writing skills? • What are effective strategies for learning new vocabulary terms?
Content	**Skills**
• Definition, part of speech, synonyms, antonyms, accurate usage • Associations relevant to a word's meaning in different contexts	• Define new vocabulary terms • Identify part(s) of speech of new terms • Identify and analyze word relationships and multiple meanings of new terms • Accurately implement new terms in writing pieces

Unit #/Title	4/*Lord of the Flies*	Time Frame	3-4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.3.9–10.A 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.
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9–10.T 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.
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Big Ideas

- Readers use strategies to construct meaning from text and their ability, for example, to ask their own questions is essential to meaning construction.
- Writers craft symbols and characters to convey their themes.
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.

Essential Questions

- How does a society maintain order? Are laws necessary?
- How do fear and acceptance influence human behavior?
- How/why do good people turn evil?
- Do individuals control groups, or do groups control individuals?
- How do writers use literary conventions, specifically symbolism and characterization, to develop their themes?

Content

Literary Devices, Elements, Terminology:
- Character, plot, setting, theme, symbolism, allegory, literary theory, microcosm, macrocosm, parody

Theories/Text Connections to Construct/Deepen Interpretations:
- Freud's Theory of the Mind, Kohlberg's Theory of Moral Development

Writing:
- Quotation integration, analysis/commentary, concrete detail, thesis, evidence

Skills

- Identify and interpret an author's use of symbolism to develop themes
- Identify and interpret an author's use of characterization to develop themes
- Apply literary theories to develop multiple interpretations of a text (psychological/psychoanalytic)
- Define allegory and interpret the allegorical elements in a work (political, religious, and psychological)
- Use textual evidence to support a written interpretation of a work
- Write a unified literary analysis essay demonstrating critical thinking about text

Unit #/Title	5/Book Trailer	Time Frame	3-4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.3.9–10.A 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.
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Big Ideas

- Readers use strategies to construct meaning from text.
- Writers craft symbols, settings, characters, plot structure, and language to convey meaning (mood, tone, theme).
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.
- Effectively using multimedia components can improve the persuasiveness of a book trailer.
- Effective media producers use storyboarding to improve the organization of a project and the deliberateness of stylistic components.
- All forms of media are personal and intellectual property, subject to copyright law and need to be treated ethically.

Essential Questions

- What strategies do effective readers use to construct meaning?
- How do writers use symbols, settings, characters, plot structure, and language to convey meaning (mood, tone, theme)?
- How does one decide what details from the book to include/exclude in a book trailer?
- How does combining multiple forms of media impact the effectiveness of communicating a message?
- What stylistic components (detail selection, voiceover, acting, music, sound, font/text style, color, images or video, pacing, transitions/special effects) make an effective, persuasive book trailer?
- How should those stylistic components be used in relation to the genre of a book? For example, how should the components be adapted for adventure, mystery, comedy, romance, etc.?
- What is the purpose of storyboarding, and how is it effectively done?
- How do ethics and copyright law influence the use and creation of media?

Content

Literary Devices/Elements/Terminology
- Character, plot, setting, theme, symbolism, mood, tone

Book Trailer
- Definitions of book/movie trailer, stylistic devices to persuade (voiceover, acting, music, sound, font/text style, color, images or video, pacing, transitions/ special effects), copyright law, creative commons

Skills

- Independently comprehend and analyze the elements of craft in a self-selected novel
- Determine the importance of detail selection when creating a book trailer
- Combine multiple forms of media to persuade an audience
- Employ stylistic components (detail selection, voiceover, acting, music, sound, font/text style, color,

	• images or video, pacing, transitions/special effects) to persuade an audience • Adapt stylistic components in relation to the genre of a book (adventure, mystery, comedy, romance, etc.) • Construct a storyboard to organize and refine work • Ethically choose, use, and cite media

Unit #/Title	6/*Night*/The Holocaust	Time Frame	2-3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.9–10.A 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.
CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9–10.G 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.
CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Big Ideas

- Social, economic, and historical factors caused the Holocaust.
- Family and religion can influence and drive the motivations and actions of an individual.
- Certain situations and circumstances can alter human nature.
- Authors, even of nonfiction, use characterization, figurative language, and rhetorical devices to drive plot, convey theme, and develop mood.

Essential Questions

- How could the Holocaust happen?
- How do neuroscience and social psychology help us better understand the Holocaust? (ex. behaviors/actions of perpetrators, prisoners, bystanders, etc.)
- What role do both family and faith play in an individual's life, especially in trying circumstances?
- What causes good people to turn evil?
- What circumstances in the memoir allow for this darker side of human nature to emerge?
- How does an author use literary devices, such as characterization, figurative language, and rhetorical devices to drive plot, convey theme, and develop mood?
- What makes a text literary nonfiction?

Content

- Terminology related to the Jewish people and the Holocaust (Kaddish, Kabbalah, Rosh Hashanah, Passover, Talmud, Yom Kippur, yellow star, anti-semitism, ghetto, kapos, sonderkommando, death marches, crematorium, Auschwitz, Birkenau, Buchenwald)
- 8 Stages of Genocide
- Stanford Prison Experiment, Milgram Experiment, Bystander Effect, Bobo Doll Experiment
- Propaganda and techniques (glittering generalities, name calling, transfer, euphemism, etc.)

Skills

- Explain the social, economic, and historical factors that caused the Holocaust.
- Apply the 8 Stages of Genocide to the Holocaust, using Wiesel's memoir for evidence.
- Apply psychological theories to the memoir and explain how those theories inform one's understanding of the actions of perpetrators, prisoners, and bystanders.
- Analyze a series of Nazi propaganda posters by identifying and explaining specific propaganda techniques used and their effects on meaning.

• Literary Terminology (metaphor, simile, anaphora, motif, imagery, etc.)	• Explain how Wiesel uses characterization, figurative language, and rhetorical devices to drive the plot, convey theme, and develop mood.

Unit #/Title	7/Short Stories of the 1920s & 1930s	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.3.9–10.A 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.
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- The historical/cultural milieu of a time period is often reflected/critiqued in a writer's work.
- A writer's style is reflected in how he/she uses language (e.g. laconic/concrete sentences vs. detailed/abstract).
- Writers use/develop allusions, symbols, and characters to convey their themes.
- Readers use strategies to construct meaning from text and their ability, for example, to ask their own questions is essential to meaning construction.
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.

Essential Questions

- How do Hemingway and Fitzgerald, through their short stories, convey the major concerns, values, and culture/climate of the 1920s and early 1930s?
- What distinguishes one writer's style from another's?
- How do writers use allusion, characterization, symbolism to develop their themes?
- How do writers use figurative language for effect?
- How do readers use various reading strategies to construct meaning from text?

Content

Literary Devices, Elements, Terminology:
- Character, plot, setting, theme, symbolism/archetypes, allusion, mood, tone, foreshadowing

Skills

- Explain and support how Fitzgerald and Hemingway, through the elements of fiction and literary techniques, create works addressing the concerns, values, and culture/climate of the 1920s and early 1930s

Author Bios: ● Important facts related to Fitzgerald/Hemingway's lives **Theories/Text Connections to Construct/Deepen Interpretations:** ● Facts about the Jazz Age (flappers, Gibson girls, Hemingway's heroic code, Great Depression, Dust Bowl, WWI, Lost Generation/Expatriates, Roaring 20s) **Writing:** ● Constructed response, quotation integration, analysis/commentary, concrete detail, thesis, evidence	● Analyze and explain stylistic differences between writers ● Use textual evidence to support a written interpretation of a work ● Identify and analyze how writers use figurative language for effect

Unit #/Title	8/Opposing Viewpoints Argumentative Research Paper	Time Frame	5-6 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Big Ideas	Essential Questions
• There are differences between persuasion and argumentation. • There are effective methods for making a sound argument, including using logos, ethos, and pathos, understanding and avoiding logical fallacies, and using credible, relevant, varied research. • Active reading strategies and a foundation of argumentation vocabulary/concepts help readers and writers discern and avoid logical fallacies.	• What is the difference between persuasion and argumentation? • What makes an argument effective? • How does one discern logical fallacies in arguments and avoid them and/or counter them?
Content	**Skills**
• Claim, counterclaim, audience, ethos, logos, pathos, common logical fallacies • C.R.A.P Evaluation of Sources • Google Advanced Search, EBSCOhost, and Opposing Viewpoints Database • APA Style for citing sources, quoting, paraphrasing	• Identify, analyze, and write claims and counterclaims (reading/writing) • Identify intended audience and write for an intended audience, understanding what information to exclude/include (reading/writing) • Identify and evaluate the effectiveness of ethos, logos, and pathos • Strategically use ethos, logos, and pathos in writing • Develop effective keywords for research

	• Conduct advanced searches in Google Advanced, EBSCOHost, and Opposing Viewpoints • Evaluate sources for credibility, relevancy, etc. using C.R.A.P. model • Comprehend, annotate, and synthesize information from a variety of sources • Organize notes • Develop claim/thesis statement • Develop relevant body paragraphs • Develop counterclaim(s) • Provide researched evidence to support claim/counterclaim • Integrate credible sources to provide textual evidence • Create cohesion through transitions • Apply APA format • Edit and revise writing

Unit #/Title	9/Julius Caesar	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature
CC.1.4.9–10.T 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.
CC.1.4.9–10.U 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
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

Big Ideas	Essential Questions
• Authors may manipulate historical information to convey a theme(s) to their particular audience. • Tragedies have specific characteristics that distinguish them from other genres. • Authors use specific literary elements and techniques to develop the characters and themes in a text. • Analyzing a play for its literary qualities helps readers visually and orally represent a play. • Different literary theories will bring about different understandings of a text • A study of rhetoric, which includes persuasive appeals and logical fallacies, is fundamental to understanding persuasion. • Different societies have different understandings of what makes a successful leader.	• How does an author relay specific themes to his/her audience through the use and manipulation of historical information? • What elements distinguish a play, specifically a tragedy, from other genres? • How does an author use different literary elements and techniques to develop the characters and themes in a text? • When a play is acted out—carefully studied for visual and oral representation—how does it affect readers' understanding of the play? • How does reading a text through a different literary lens impact our understanding of the text? • What is the role of rhetoric in literature and society? • What are the characteristics of a successful leader?

Content	Skills
Vocabulary Terms from Play: base, augur, affability, cobbler, confound, portentous, plebeian, gravity, prodigious, tributary, mettle, patrician, engender, derisive, loath, stoic, epicurean, mercurial, nefarious, servile, lament, surly, redress, fray, assailable, enfranchisement, abridge, appease, discourse, render, vanquish, barren, wrangle, mirth, vile, chide, peevish, disconsolate, demeanor, tarrying **Literary Analysis/Drama Terms:** pun, anachronism, blank verse, prose vs. verse, iambic pentameter, imagery, dramatic and verbal irony, metaphor, simile, mood, monologue, soliloquy, aside symbolism, and tone **History of Julius Caesar and Rome:** historical qualities of Caesar; government/political system of Rome **Shakespeare's Audience/Elizabethan England:** study of Roman history; political system, especially the status of Queen Elizabeth's reign; assassinations around Europe during the time; treatment of women/role of women **Overview and Elements of Tragedy:** arousal of pity and fear, hubris, hamartia, qualities of a tragic hero, causes of tragic events (causes lying outside the protagonist and causes lying within the protagonist), problems with overemphasizing the tragic flaw **Rhetorical Analysis Terms:** ethos, logos, pathos, parallelism, either-or-fallacy, synecdoche, and verbal irony **Feminist Literary Theory:** overview and key questions that the theory asks readers to consider	• Students will select a scene, analyze its meaning, and recreate the core themes of the scene in a new context and/or form. • Apply literary theories to develop multiple interpretations of a text (feminist). • Students will complete a written rhetorical analysis of the funeral speeches in the play. • Identify and interpret an author's use of characterization to develop themes. • Use evidence to defend answers to "big idea" questions about the play's themes. • Identify the elements of tragedy and use evidence to defend a position regarding the tragic hero of the play.

Unit #/Title	10/Exploration of Issues in Education	Time Frame	3-4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.9–10.A 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.
CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9–10.J 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.
CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
CC.1.4.9–10.U 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. 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.
CC.1.4.9–10.W 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.
CC.1.4.9–10.X 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 discipline-specific tasks, purposes, and audiences.
CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Big Ideas	Essential Questions
• Critical thinkers use strategies to detect bias in what they read, see, and hear. • Writers and speakers employ rhetorical appeals to persuade their audience. • Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.	• What does it mean to be educated? • How do you identify bias in what you read, see, and hear? • How do learners synthesize multiple sources to create an informed opinion? • How do writers use the rhetorical appeals, ethos, logos, and pathos, to persuade their audience?

• Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially. • Critical thinkers synthesize information from a variety of sources on a topic to generate an informed position on said topic.	• How do learners develop and implement presentations that effectively communicate ideas to an audience and engage and elicit audience participation?
Content	**Skills**
Devices, Elements, Terminology: • bias, objective, subjective; rhetorical appeals--ethos, logos, pathos; modes of development--compare/contrast, analogy, description, classification, anecdote, cause and effect, definition and extended definition, process, thesis, claims **Research:** • C.R.A.P. analysis of sources, Google Advanced, EBSCOhost, Opposing Viewpoints in Context, Search Limiters, Keywords, NoodleTools, APA-Style **Writing:** • Quotation integration, analysis/commentary, concrete detail, thesis, evidence, APA format, quoting, paraphrasing **Presenting:** • "Hook," Optimizing for Attention, Using Relevant, Compelling Images and Video, Using Transitions, Text, Color, and Embedded Discussion Questions to Enhance Audience Comprehension and Engagement	• Identify and interpret an author's bias • Identify and interpret an author's use of rhetorical appeals (ethos, logos, pathos) to develop positions/claims • Identify and interpret how/why a writer structures an informative/argumentative piece in the manner he/she does • Apply advanced research skills to find credible sources on a topic • Apply nonfiction reading strategies/close reading methods to extract meaning from a text • Use textual evidence to support a final position on a topic • Synthesize information from multiple sources to draw conclusions • Collaborate to create a unified presentation on a single topic