

# English 10 CURRICULUM



**Grade Level(s): 10**

**Curriculum Author(s):** Marisa Holtman, Kathryn Aseltine, and Benjamin Guerette

## **Course Description:**

Universal themes serve as a thread that weaves together a variety of American works. This year- long course begins with an exploration of bravery under extraordinary circumstances and concludes with the American search for identity. Based on the construct of the American Dream, students grapple with whether this is still a value of our society. Texts will focus on works that follow the journey from wide-ranges of forms: age, culture, time period. Throughout the year emphasis is placed on literary analysis, argumentation, evaluation, and collaboration.

## Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<a href="#">Vision of A Learner “I Can” Statements</a>
<a href="#">Unit 1 - Finding the American Identity</a>	How has the American identity evolved since the beginning of our country ?	Authors address identity through style, theme, and ideas conveyed within their writing.	TCC1, DE1, TI3, CCE4, TCC2
<a href="#">Unit 2 - The American Dream</a>	Can a person achieve the American dream? What does it mean to achieve the American dream? Is America the land of opportunity?	It is vital for the human experience to create and continually strive towards achieving one's dream despite facing obstacles.	TCC1, DE1, TI3, TCC3, CCE4, AA4
<a href="#">Unit 3 - Rise of the Teen Voice; Rebellion; Identity</a>	Why does the teenage voice emerge? What does it mean to be a young adult?	People use new information and experiences to grow beyond their younger selves.	TCC4(9-12), CCE1, CCE3, DE2, TI3(9-12), P2, AA4
<a href="#">Unit 4 - Redefining American Identity &amp; Contemporary Fiction</a>	What has changed in American society? Why/how does the American identity keep evolving?	The value of literature cannot be separated from the time period and context in which it was written.	TCC1, DE1, TI3, TCC3, TI2



## Unit 1 - Finding the American Identity

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.W.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

CCSS.ELA-LITERACY.W.9-10.1.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.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1: Ask questions and engage in problem solving. (Class Discussion)

DE1: Seek, listen to, and understand multiple perspectives.(Class Discussion)

TI3: Ask questions to direct learning and self-advocate. (Class Discussion)

CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.(Performance Task 1)  
 TCC2: Analyze data and resources from multiple perspectives.(Draw Connections Between Multiple Texts, Performance Task 2)

**Understandings:** Students will understand that...

- Time period effects the writing and author's published during era
- Conflicts within society drove the artistic outputs
- Authors uses devices like foreshadowing, symbolism, and imagery to convey and enhance theme and meaning
- Organization in writing helps people to effectively communicate their ideas

**Essential Questions:**

- How does a time period influence writing style and purpose?
- How does conflict influence art?
- What effect do literary devices and other authorial decisions have on the reader?
- How should I best organize my writing to convey my ideas?

**Students will know...**

- Author's use strategies, organization, and structure to effectively convey messages and information
- how authors strategically use organization and structure to effectively develop characters
- how authors use theme to engage in a larger discussion of cultural and social issues
- Strategies for effective and engaging oral and written communication

**Students will be able to...**

- Write a well organized essay with a clear thesis statement, topic sentences, and text evidence
- Identify and explain apt text evidence in writing
- Analyze the conflicts presented in a piece of writing and how they affect the theme/meaning of the piece
- Write in the style of a movement or author

**Key Vocabulary:**

Romanticism, Transcendentalism, Realism, Thesis Statement, Topic Sentence, Theme, Literary and Poetic Devices as they appear with these texts including but not limited to: symbolism, allegory, foreshadowing, motif, rhyme, meter, etc.

### Assessment Evidence

#### Performance Tasks:

Summative #1: Narrative: Write in the voice of one of the movements or authors studied this quarter: Romanticism, Transcendentalism, Realism

Summative #2: Lit Analysis - How does one of the texts studied this quarter reveal courage in the face of adversity?

#### Other Evidence:

Formative Assessment:

- 1) Teacher conferences/discussion of texts studied,
- 2) Writing conference
- 3) Graphic organizers for Narrative Essay
- 4) Thesis workshop
- 5) Graphic Organizer for Lit Analysis

Interim Assessments:

- 1) Narrative essay first draft
- 2) Lit Analysis first draft

### Learning Plan

THINK CRITICALLY AND CREATIVELY:

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

*Summative #1: Narrative Essay*

*CFA #3: Graphic Organizer for Narrative Essay*

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

*Summative #2: Lit Analysis Essay*

*CFA #5: Graphic Organizer for Lit Analysis*

COLLABORATE AND COMMUNICATE EFFECTIVELY: CCE4 (9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

*CFA #1: Teacher conferences/discussion of texts studied*

*CFA #2: Writing conference*

DEMONSTRATE EMPATHY: DE1 (9-12): Seek, listen to, and understand multiple perspectives.

*CFA #4: Thesis workshop*

TAKE INITIATIVE: TI3(9-12): I can formulate and investigate probing questions to further my learning.

*Interim #1: Narrative Essay First Draft*

*Interim #2: Lit Analysis First Draft*

**Teacher Resources: Including, but not limited to:**

***Student and Teacher Selected Short Stories including but not limited to:***

“Young Goodman Brown” by Nathaniel Hawthorne; Clips from “Easy A”; “An Occurrence at Owl Creek Bridge” by Ambrose Bierce; “Connecticut Yankee in King Arthur’s Court” by Mark Twain; “The Story of an Hour” by Kate Chopin; “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge; “Leaves of Grass” by Walt Whitman, “Walden Pond” by Thoreau and “Self-Reliance” by Emerson  
Emily Dickenson, “Bartleby” by Melville

***Selected Texts Including But Not Limited To The Crucible / “Billy Budd”***

## Unit 2 - The American Dream

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

CCSS.ELA-LITERACY.CCRA.W.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.

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.W.9-10.2.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.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

1.1.9-12: I can ask purposeful, insightful questions to find a variety of innovative solutions.(Class Discussion)

DE1: Seek, listen to, and understand multiple perspectives.(Class Discussion)

TI3: Ask questions to direct learning and self-advocate. (Class Discussion)

1.3.9-12: I can integrate relevant information to produce multiple valid solutions. (Performance Task #1)

1.3 Synthesize information to develop innovative and relevant solutions. (Performance Task #2)  
 2.4 Express ideas in a variety of ways, according to context, purpose, and audience. (Performance Task #2)  
 6.4.9-12: I can create opportunities to extend my learning by remaining open-minded in any situation. (Performance Task #2)

**Understandings:** Students will understand that...

- The American Dream differs based on a person's background and personal goals.
- There are universal themes in literature like the concept of the American Dream.
- Place can shape a person.
- Bias can appear in both nonfiction and fiction writing.

**Essential Questions:**

- How is the American Dream defined by different people?
- How can words and images portray the successes, failures, hopes, and dreams of a group of people or a nation?
- What makes a theme universal?
- Does struggle make us stronger?
- What does it mean to be an American?
- Does literature tell the truth?

**Students will know...**

- Rhetorical strategies and literary devices such as theme, characterization, irony, diction, symbolism, etc.
- How authors use organization and structure to develop characters effectively
- The importance of setting in shaping an individual
- How to read and annotate closely for a purpose such as effective character development, how symbols enhance the author's message, etc

**Students will be able to...**

- Analyze characters within their cultural and historical contexts, and evaluate their credibility
- Evaluate the impact of setting on the meaning of the text (e.g., how does the political or social context of the setting affect the plot?)
- Analyze the cumulative impact of figurative language on wider themes and meaning of the text.
- Implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences

**Key Vocabulary:**

Thesis Statement, Topic Sentence, Theme, Analysis, Synthesis, Evidence, Evaluate

***Literary Devices as they appear with these texts including but not limited to:*** Theme, Allusion, Irony, Diction, Syntax, Sentence Varieties, Tone, Figurative Language, Conflict, Characterization, Setting, Point of View, American Identity, Other Poetic and Rhetorical Strategies

***Concepts such as:*** Harlem Renaissance, Suffragette Movement

### Assessment Evidence

**Performance Tasks:**

Summative #1

**Other Evidence:**



<p>Literary Analysis: How is the American Dream portrayed in one of the texts studied this quarter?</p> <p>Summative #2 Creative Story/Poetry Collection Choice Project: Student crafted short story or poetry collection that teaches about an issue in society. Draw connections between your issue and issues studied this quarter in a one page reflection.</p>	<p>Formative Assessment:</p> <ol style="list-style-type: none"> <li>1) Teacher conference</li> <li>2) Story/Poetry Workshop</li> <li>3) Graphic Organizer for Lit Analysis</li> <li>4) Graphic Organizer/Brainstorm Sheet for Story/Poetry</li> </ol> <p>Interim Assessments:</p> <ol style="list-style-type: none"> <li>1) Reading quiz</li> <li>2) Story/Poetry Collection First Draft</li> <li>3) Literary Analysis essay First Draft</li> </ol>
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p>THINK CRITICALLY AND CREATIVELY: TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.  <i>Summative #1:</i> Literary Analysis Essay  <i>CFA #4:</i> Graphic Organizer/Brainstorm Sheet for Story/Poetry</p> <p>TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.  <i>Summative #2:</i> Story/Poetry Collection  <i>CFA #5:</i> Graphic Organizer for Lit Analysis  <i>Interim #1:</i> Reading quiz</p> <p>COLLABORATE AND COMMUNICATE EFFECTIVELY: CCE4 (9-12): Express ideas in a variety of ways, according to context, purpose, and audience.  <i>CFA #1:</i> Teacher conference  <i>CFA #2</i> Story/Poetry Workshop</p> <p>DEMONSTRATE EMPATHY: DE1 (9-12): Seek, listen to, and understand multiple perspectives.  <i>CFA #2</i> Story/Poetry Workshop</p> <p>TAKE INITIATIVE: TI3(9-12): I can formulate and investigate probing questions to further my learning.  <i>Interim #2:</i> Story/Poetry Collection First Draft  <i>Interim #3:</i> Lit Analysis First Draft</p> <p>ADAPT AND ADJUST: AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.</p>	

CFA #2 Story/Poetry Workshop

**Teacher Resources: Including, but not limited to:**

***Student and Teacher selected texts and short stories including but not limited to:*** *The Great Gatsby* or *Of Mice and Men*

***Harlem Renaissance:*** Poetry of Langston Hughes, Claude McKay, Countee Cullen, and other voices

***Women's Rights:*** Stories from "Suffragette City"

### Unit 3 - Rise of the Teen Voice: Rebellion and Identity

#### Desired Results - Goals, Transfer, Meaning, Acquisition

**Established Goals:**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.6

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.

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.L.9-10.6

Acquire and accurately use 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.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE4 (9-12): Express ideas in a variety of ways, according to context, purpose, and audience.

<ul style="list-style-type: none"> <li>● P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.</li> <li>● TI3(9-12): I can formulate and investigate probing questions to further my learning.</li> <li>● TI2 (9-12): Find and apply resources to identify solutions and manage projects.</li> </ul>	
<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● The audience can gather life lessons and make thematic connections based on characterization.</li> <li>● Through both positive and negative depictions, characters can inspire readers to make decisions about their own lives.</li> <li>● Researching and reading accurate, well-supported information allows us to learn from experts and make informed decisions and valid judgments.</li> <li>● An individual must know how to access and use information accurately to succeed in a technological society.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Does struggle make us stronger?</li> <li>● Which state is preferable: innocence or experience?</li> <li>● Does literature tell the truth?</li> <li>● How does a place shape a person?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● That coming of age is a universal and multifaceted theme that develops over the course of a text</li> <li>● How authors use organization and structure to develop characters effectively</li> <li>● The importance of setting in shaping an individual</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Analyze characters within their cultural and historical contexts and evaluate their credibility</li> <li>● Analyze the cumulative impact of figurative language on wider themes and meaning of the text</li> <li>● Connect literary works to historical documents or other works to show their influence on one another</li> <li>● Actively and critically read a variety of texts (images, short stories, poetry, etc.)</li> </ul>
<p><b>Key Vocabulary:</b>  <b>Task Specific Vocabulary:</b> Thesis statements, Analysis, Synthesis, Argument/Counterargument, Evidence, Evaluate, Development  <b>Text Specific Vocabulary:</b> Theme, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types) Tone, Allusion, Irony, Figurative Language, Conflict, Characterization, Setting, Point of View, Connotation vs. Denotation</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b> Summative #1</p>	<p><b>Other Evidence:</b></p>

<p>Literary Analysis: How is the theme Coming of Age portrayed in the texts studied this quarter? What life lessons are learned through this experience? Who helps him/her throughout this journey.</p> <p>Summative #2</p> <p>Research Project: Students will research a seminal person/time period in art, literature, music from a decade in American history and answer the question of whether or not this person should be considered an American icon and how he or she influences adolescents' images of themselves.</p>	<p>Formative Assessments:</p> <ol style="list-style-type: none"> <li>1) Socratic seminars</li> <li>2) Teacher conference</li> <li>3) Graphic Organizer for Lit Analysis</li> <li>4) Graphic Organizer for Research Paper</li> </ol> <p>Interim Assessments:</p> <ol style="list-style-type: none"> <li>1) Reading quiz</li> <li>2) First Draft for Lit Analysis</li> <li>3) First Draft for Research Paper</li> </ol>
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>THINK CRITICALLY AND CREATIVELY:</b></p> <ul style="list-style-type: none"> <li>• TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.</li> </ul> <p><i>Summative #1: Literary Analysis Essay</i></p> <ul style="list-style-type: none"> <li>• TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.</li> <li>• TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.</li> </ul> <p><i>Summative #2: Research Project</i></p> <p><i>CFA #2: Graphic Organizer for Literary Analysis Essay</i></p> <p><b>COLLABORATE AND COMMUNICATE EFFECTIVELY:</b></p> <ul style="list-style-type: none"> <li>• CCE4 (9-12): Express ideas in a variety of ways, according to context, purpose, and audience.</li> </ul> <p><i>CFA #1: Writing conference</i></p> <p><b>PERSEVERE:</b></p> <ul style="list-style-type: none"> <li>• P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.</li> </ul> <p><i>Interim #1: Literary Analysis Essay First Draft</i></p> <p><b>TAKE INITIATIVE:</b></p> <ul style="list-style-type: none"> <li>• TI3(9-12): I can formulate and investigate probing questions to further my learning.</li> </ul> <p><i>Interim #2: Research Project First Draft</i></p>	

- TI2 (9-12): Find and apply resources to identify solutions and manage projects.

*Summative #2: Research Project*

**Teacher Resources: Including, but not limited to:**

Student and Teacher selected texts short stories including but not limited to:

*The Catcher in the Rye* by J.D. Salinger, *Perks of Being a Wallflower* by Stephen Chbosky, *The Bell Jar* by Sylvia Plath

*On the Road* by Jack Kerouac; works by Allen Ginsburg

Artwork by Jackson Pollock, Willem de Kooning

Library Media Center databases



## Unit 4 - Redefining American Identity & Contemporary Fiction

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

**CCSS.ELA-LITERACY.L.9-10.:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.9-10.6:** 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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.:

**CCSS.ELA-LITERACY.RL.9-10.10:** 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.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1: Ask questions and engage in problem solving. (Class Discussion)

P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

TI3: Ask questions to direct learning and self-advocate. (Class Discussion)

TCC3: Synthesize information to develop innovative and relevant solutions.(Performance Task 1)

TI2: Find and apply resources to identify solutions and manage projects.( Performance Task 2)

**Understandings:** Students will understand that...

**Essential Questions:**

<ul style="list-style-type: none"> <li>Modern fiction reflects the style and time period in which it is written</li> <li>Creative forms of communication are critical components to expressing ideas in the modern era</li> <li>The canon of literature changes to reflect the values of a society</li> </ul>	<ul style="list-style-type: none"> <li>Who are the voices of modern America? Why do their voices matter?</li> <li>How has American literature changed since the birth of the nation?</li> <li>What is the future of American literature?</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>how to evaluate an author's use of strategies, organization, and structure to effectively convey messages and information</li> <li>strategies for effectively critically reading images, articles, memoirs, and speeches to support a claim</li> <li>how authors use theme to engage in a larger discussion of cultural and social issues</li> <li>how to evaluate and make judgments about the strategies authors use to convey a message</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>Analyze the development of the thesis or main idea, how it is revealed, and how it is shaped by supporting details</li> <li>Recognize how the theme of a work may reflect those of its historical period</li> <li>Infer the theme of a work and analyze how it is revealed, including how characters and word choice affect its development</li> <li>Analyze and compare arguments of various genres for their use of rhetorical devices such as irony and metaphor</li> </ul>
<b>Key Vocabulary: Task Specific Vocabulary:</b> Thesis statements, Analysis, Synthesis, Evidence, Evaluate, Development <b>Text Specific Vocabulary:</b> Theme, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types) Tone, Allusion, Irony, Figurative Language, Conflict, Characterization, Point of View, Other Poetic Terminology That Is Text Specific	
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Summative #1 Contextual Analysis: Students will analyze how a text studied this quarter reflects or questions the values of society at the time that the author wrote the piece.  Summative #2 Creative Choice Project: Students will select from a series of options (podcast, essay, creative short story/poetry collection) that reveals the	<b>Other Evidence:</b>  Formative Assessment: <ol style="list-style-type: none"> <li>Writing Conference</li> <li>Graphic Organizer for Analysis Essay</li> <li>Creative Writing Workshop</li> </ol> Interim Assessments: <ol style="list-style-type: none"> <li>Contextual Analysis Essay First Draft</li> </ol>



theme of the text studied this quarter. Students will reflect on how the theme is shown in the text.	2) Creative Choice Project First Draft
<b>Learning Plan</b>	
<p>THINK CRITICALLY AND CREATIVELY:</p> <ul style="list-style-type: none"> <li>TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.</li> </ul> <p><i>Summative #1: Contextual Analysis Essay</i></p> <ul style="list-style-type: none"> <li>TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.</li> </ul> <p><i>Summative #2: Creative Choice Project</i>  <i>CFA #2: Graphic Organizer for Analysis Essay</i></p> <p>COLLABORATE AND COMMUNICATE EFFECTIVELY: CCE4 (9-12): Express ideas in a variety of ways, according to context, purpose, and audience.</p> <p><i>CFA #1: Writing conference</i>  <i>CFA #3: Creative Writing Workshop</i></p> <p>PERSEVERE: P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.</p> <p><i>CFA #3: Creative Writing Workshop</i>  <i>Interim #1: Contextual Analysis Essay First Draft</i></p> <p>TAKE INITIATIVE:</p> <ul style="list-style-type: none"> <li>TI3(9-12): I can formulate and investigate probing questions to further my learning.</li> </ul> <p><i>Interim #2: Creative Choice Project First Draft</i></p> <ul style="list-style-type: none"> <li>TI2 (9-12): Find and apply resources to identify solutions and manage projects.</li> </ul> <p><i>Summative #2: Creative Choice Project</i></p>	
<p><b>Teacher Resources: Including, but not limited to:</b>  <b><i>Student and Teacher selected texts short stories including but not limited to:</i></b> <i>Welcome to the Monkey House</i> and <i>Sirens of Titan</i> by Kurt Vonnegut; <i>Catch 22</i> by Joseph Heller; <i>Giovanni's Room</i> and <i>Go Tell it On The Mountain</i> by James Baldwin; <i>The Bell Jar</i> by Sylvia Plath  <b><i>Film Study:</i></b> Rocky</p>	