

Pequea Valley School District

English

Unit 1: The Roots of Government

Course: English CP

Grade: 10

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s): Can Progress be made without conflict?

- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence appropriate to purpose, audience, and task

Keystone Eligible Content/Common Core Standard

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.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

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.

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.

Eligible Content

- L.N.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4** Draw conclusions about connotations of words.

Pacing: Approximate number of class sessions per unit

Total: 8 Weeks

- Declaration of Independence/Parallel Structure
- The American Idea by Theodore White
- Patrick Henry's Speech to the Virginia Conventions
- Civil Peace by Chinua Achebe
- Persuasive Techniques
- Argumentative Essay/Persuasive Speech

Tier 3 Vocabulary (Content specific vocabulary)

- sufficient facts
- concrete details
- quotations
- audience awareness
- concisely
- logically
- collaborative discussion
- seminal documents

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Lord of the Flies is allegorical to how governments are formed and the author's beliefs about human nature
- writers and philosophers beliefs about human nature influence how they believe society should be governed
- how to write a quality thesis statement
- how author's use allusion in their writing

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Pieces of literature are important cultural artifacts that reflect societal attitudes and changes.
- An individual's political platform and personal history influence their participation in the political process.
- Analysis and statements in writing should be directly linked to textual support.
- Literature is a reflection and statement of an author's viewpoints about society and humanity.
- Words can be altered and changed to change meaning.

Competencies:

- 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.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

- Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: 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. Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 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.

Learning Outcomes - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- Write with a clear, distinct focus
- Write a 3 prong thesis statement and an articulate introduction
- Analyze text with an understanding of author's purpose for writing
- Make comparisons between fiction and nonfiction texts
- Support ideas with direct textual evidence
- Students use prefixes, suffixes, and roots to develop understandings of new words

Unit Assessment:

- Literary analysis essay on Lord of the Flies, test on Lord of the Flies, common assessments on prefixes, suffixes, and roots

Collins Writing:

Type 3 - "A Paradise" - [After Chap 2] Originally, the island is believed to be a paradise. However, the author gives some subtle descriptions that may show otherwise. In a paragraph of at least five sentences, identify and label two descriptions or items that show the island may not be idyllic and identify and include at least one other character's reaction to the island that contradicts Ralph's. (FCA #1 - 2 pieces of evidence explained; FCA#2 - One character reaction discussed; FCA#3 1 example of parallel structure.

Type 2 - "Rebellion" - [After Chap 6] List three reasons that Jack rebels against Ralph AND almost all other boys are willing to follow him.

Type 2 - "Simon" - How did Simon's experience in chapter 8 influence his understanding of the beast? Include three details from the chapter in your answer. (Write a statement about his understanding and list three things).

Type 2 - "Demo v. Total." - In a list, please identify two symbols, moments, or events that demonstrate the idea of democracy on the island *and* two symbols, moments, or events that totalitarianism on the island. Be specific in your examples and provide a brief justification for each.

Type 3 - "Murder Aftermath" - [After Chap 10] In five to seven sentences, compare and contrast the difference in the way the two camps deal with Simon's murder? (FCA #1: Response is clear, complete, and accurate analysis; FCA #2: Includes relevant and specific information from chapter [includes 1 direct quote]; uses two vocab words from chapter 7-9 or 10-12 list).

Type 2 - [After Chap 12] Determine whether or not Ralph or Jack (or both or neither) should be tried for the murder of Simon and Piggy. Be sure to list at least three supports for your reasoning!

Type 3 - “Human Nature” - [After reading] In a paragraph of 5-7 sentences, please respond to the following related to theme: what does Lord of the Flies say about human nature. As you respond, be sure to consider our three main conflicts: democracy vs. totalitarianism, civilization v. savagery, and good vs. evil.

Literature:

Lord of the Flies by William Golding, excerpts from Hobbes’ *Leviathan* and John Locke’s *Second Treatise on Civil Government*, *The Bristol Evacuees* by David Garmston

Software/Resources:

Schoology, Internet resources

Pequea Valley School District
English/Social Studies Collaboration

Unit 2: Forming our American Democracy: Rhetoric and Persuasion

Course: CP English

Grade: 10

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

What responsibilities do citizens have in a democratic society?

Can progress be made in a democracy without armed conflict?

Keystone Eligible Content/Common Core Standard

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.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.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.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

Eligible Content

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)

- the relationship between elements of the plot and other components of a text

- how the author structures plot to advance the action

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script

Pacing: Approximate number of class sessions per unit

Total: 9 Weeks

- The Lord of the Flies by William Golding
- Persuasive Writing Project - 8 class sessions

Tier 3 Vocabulary (Content specific vocabulary)

- Explicit assumption
- Manipulation of time
- Complex character
- Point of view
- Varied transitions
- Concluding statement
- Important connections and distinctions
- Collaborative discussion
- Concisely
- Logically

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Diverse Media
- Analysis Across Texts Content for Writing
- Critical Listening
- Purpose, Audience and Task

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- 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.
- Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 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.

Learning Outcomes - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- Develop and analyze a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence appropriate to purpose, audience, and task
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- Argumentative: 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.

Unit Assessments: Test, Persuasive Writing Project, Advertisement showing knowledge of rhetoric

Collins:

Type 2 - Define democracy and totalitarianism(dictatorship) in your own words. Then, identify two symbols, moments, or events that demonstrate the idea of democracy on the island *and* two symbols, moments, or events that identify totalitarianism on the island. Be specific in your examples and provide a brief justification for each.

Type 2 - In a paragraph, please respond to the following prompt in a post. Use specific examples from the novel

How does fear manipulate the boys? Provide two examples to support your response.

Type 3 - Argumentative piece - Who is the perfect leader? Choose either Jack or Ralph as the perfect leader and support your response with evidence from the novel.

Literature:

The Lord of the Flies by William Golding

Software/Resources:

Laptops, Internet connectivity

Pequea Valley School District

English

Unit 3: Dystopian Literature and Discontent in American Society

Course: English CP

Grade: 10

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s): Is the disappearance of the individual a bad thing?

- When is it best to conform to the wishes or rules of others?
- What problems are avoided when people conform?
- What new problems does conformity create?
- How important is it for people to have choices?

Keystone Eligible Content/Common Core Standard

- **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.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- **CC.1.4.9-10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Eligible Content

- L.N.1.3.1** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
Note: Items may target specific paragraphs.
- L.N.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.2.3** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.6** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
- The point of view of the narrator as first person or third person point of view
 - The impact of point of view on the meaning of a text as a whole

Pacing: Approximate number of class sessions per unit

Total: 10 weeks

- Fahrenheit 451 and Anthem by Ayn Rand (5 weeks)
- Fahrenheit 451 film study (or) “The Fireman”

Tier 3 Vocabulary (Content specific vocabulary)

- Explicit
- Assumption
- Complex character
- Point of view
- Manipulation of time
- Sufficient facts
- Concrete details
- Quotations
- Audience
- Awareness

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Point of View
- Theme
- Text Analysis
- Literary Elements
- MLA formatting
- Transitions
- Paraphrasing and summarizing
- Concluding statement

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- 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.
- 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.
- Determine an author’s particular point of view and analyze how rhetoric advances the point of view.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.

Learning Outcomes - What do students need to be able to **accomplish/demonstrate** by the unit's end? *List skills and competencies, NOT learning activities.*

At the end of this module, students will be able to independently use their learning to:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Analyze how complex characters develop over the course of a text
- Determine the point of view of the text
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples

Common Assessments: Dystopian literature Project, test, research project on issues and discontent in American society

Literature:

Anthem by Ayn Rand, Fahrenheit 451 and/or “The Fireman” by Ray Bradbury

(*optional) dystopian independent read novels

Software/Resources:

laptop, internet connectivity, novel

Pequea Valley School District
English/Social Studies Collaboration

Unit 2: Forming our American Democracy: Rhetoric and Persuasion

Course: CP English

Grade: 10

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Unit Essential Question(s):

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Keystone Eligible Content/Common Core Standard

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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.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.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

Eligible Content

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)

- the relationship between elements of the plot and other components of a text

- how the author structures plot to advance the action

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script

Pacing: Approximate number of class sessions per unit

Total: 9 Weeks

- The Lord of the Flies by William Golding
- Persuasive Writing Project - 8 class sessions

Tier 3 Vocabulary (Content specific vocabulary)

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- Concluding statement
- Important connections and distinctions
- Collaborative discussion
- Concisely
- Logically

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Diverse Media
- Analysis Across Texts Content for Writing
- Critical Listening
- Purpose, Audience and Task

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- 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.
- Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 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.

Learning Outcomes - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- Develop and analyze a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence appropriate to purpose, audience, and task
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- Argumentative: 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.

Unit Assessments: Test, Persuasive Writing Project, Advertisement showing knowledge of rhetoric

Collins:

Type 2 - Define democracy and totalitarianism(dictatorship) in your own words. Then, identify two symbols, moments, or events that demonstrate the idea of democracy on the island *and* two symbols, moments, or events that identify totalitarianism on the island. Be specific in your examples and provide a brief justification for each.

Type 2 - In a paragraph, please respond to the following prompt in a post. Use specific examples from the novel

How does fear manipulate the boys? Provide two examples to support your response.

Type 3 - Argumentative piece - Who is the perfect leader? Choose either Jack or Ralph as the perfect leader and support your response with evidence from the novel.

Literature:

The Lord of the Flies by William Golding

Software/Resources:

Laptops, Internet connectivity

Pequea Valley School District

English

Unit 4: Seeing Ourselves through the Eyes of Others

Course: English CP

Grade: 10

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

How do events in our lives impact our relationships with others?

Keystone Eligible Content/Common Core Standard

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.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.1.4.9-10.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.

Eligible Content

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text

L.N.2.5.3 Distinguish essential from nonessential information.

Pacing: Approximate number of class sessions per unit

- Twelve Angry Men (4 weeks)
- Lowest Animal Mark Twain - Satire Unit
- Modest Proposal - Satire Unit
- Langston Hughes - Dream Deferred

Tier 3 Vocabulary (Content specific vocabulary)

- Delineate

- Validity
- Varied transitions
- Concluding statement
- Important connections
- Distinctions

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Vocabulary Acquisition and Use
- Diverse Media
- Evaluating Arguments
- Organization for Writing

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- 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.
- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
Argumentative: 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. Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Learning Outcomes - What do students need to be able to **accomplish/demonstrate** by the unit’s end? *List skills and competencies, NOT learning activities.*

At the end of this module, students will be able to independently use their learning to:

- Analyze various accounts of a subject told in different mediums.
- Delineate and evaluate the argument and specific claims in a text and assess its validity.
- Acquire and use accurately general academic and domain-specific words and phrases.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Unit Assessments: Digital story

Literature:

Twelve Angry Men, Mark Twain's "*Lowest Animal*," Modest Proposal, A Dream Deferred - Langston Hughes

Software/Resources:

laptop, internet connectivity, novel, iMovie

Pequea Valley School District
English

Unit 5: Research Paper

Course: ELA

Grade: 10th Grade

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

How does your knowledge of a particular government topic translate to proving a claim and analyzing it through a written piece?

Civil Liberties (government)

Keystone Eligible Content/Common Core Standard

CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

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.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.1.4.9-10.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.1.3.9-10.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.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.1.2.9-10.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.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.

CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.E 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.

Pacing: Approximate number of class sessions per unit

6 weeks - 30 class periods

Tier 3 Vocabulary (Content specific vocabulary)

- Analyze
- Compare/Contrast
- Interpret
- Author analysis
- Author
- Ideas / claims
- Evaluate
- Assess
- Reasoning
- Historical/Cultural Context
- Figurative Language
- Symbol
- Point of view
- Perspective
- Thesis
- Point of view

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis

- Creating a Thesis
- Point of View
- Text Structure
- Focus for Writing
- Content for Writing
- Organization for Writing

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- 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.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Determine an author’s point of view and analyze how rhetoric advances the point of view.
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.

Learning Outcome - What do learners need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- Identify the point of view and how it impacts the reader’s understanding of the plot
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author’s use of imagery, figurative language, and other literary devices
- Identify how audience and purpose influence a writer’s choice of organizational pattern
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.
- Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.
- Construct a solid research paper using information from various reliable sources (primary text)

Unit Assessments:

- Written Response to literature
- Reading Questions

- Discussion

Research Paper - As a part of the requirements of both your English and your History classes, you will be completing a research paper that is tied to the a governmental topic focus on Civil Rights and Liberties

- Preliminary thesis statement that meets rubric expectations
- 30 note cards that meet rubric expectations
- Minimum of five (5) sources (see below for information on sources)
- Typed outline (MLA format)
- Works cited page (MLA format)
- Rough draft (MLA format)
- 5-6 page final draft (MLA format) with completed work cited page (works cited page is not included in the page count)

Software/Resources:

Pequea Valley School District

English

Unit 6: Ambition and Power

Course: English CP

Grade: 10

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

- Human Nature and Morality: Why do people behave the way they do? Which aspects of our nature do we suppress? Which do we embrace? Is morality necessary for human existence?
- Power/Greed: To what extent does power/greed affect individuals and/or relationships?
- Fate: To what degree is our fate in our own hands? How can a person's decisions and actions change his/her life

Content Specific-

- How does an author's use of figurative language add to the quality of the text?
- What are the elements of drama?
- Who is William Shakespeare, and why is he considered such an influential playwright?
- How does an author establish a literary theme?
- What are the elements of tragedy? What is a tragic hero?

Thematic-

- To what extent does power (or lack of power) affect individuals and/or relationships?
- How do the decisions and actions of people reveal their true character?
- What specific character traits distinguish a tragic hero from other hero types?
- To what degree is our fate in our own hands? How can a person's decisions and actions change his/her life

Common Core Standard

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.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.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.

Keystone Eligible Content

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

- The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
- The relationship between characters and other components of a text.
- The development of complex characters and their roles and functions within a text.

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- the relationship between the theme and other components of a text
- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period.

Pacing:

Total: 3-4 Weeks

Tier 3 Vocabulary (Content specific vocabulary)

- Tragedy
- Tragic Flaw
- Tragic Hero
- Hubris
- Soliloquy
- Monologue
- Metaphor
- Imagery
- Aside
- Dramatic Irony
- Paradox

- Elements of Drama Terms (setting, dialogue, stage direction, scene, act, etc).
- Motivation
- Internal/External Conflicts
- Figurative Meaning
- Connotation/Denotation
- Tone
- Author's Purpose
- Perspective
- Diction
- Theme

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- The plot and characters of Macbeth
- Various stylistic techniques specific to Shakespeare's work
- Major themes of the play, including the concept of fate versus free will
- Elements of tragedy
- Elements of Drama

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- The themes of power, greed, corruption, and blind ambition are relevant today, just as they were in Shakespeare's day.
- Even today, superstition, fate, and coercion can have an effect on all people.
- Shakespeare's Macbeth is a comment on the human condition.

Competencies:

- demonstrate understanding of the elements of tragedy
- recognize various literary and poetic devices and be able to explain their function in a text.
- draw conclusions about the role of fate and free will on the human condition
- craft responses that demonstrate understanding of the significant ideas in Macbeth
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Identify how the writer creates complex characters to develop realistic plot situations and conflicts.
- Analyze the elements of drama and how it impacts a reader's perception of the plot.
- Evaluate the author's use of language, style and poetic devices.

Learning Outcomes - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- Students will analyze characters to better understand motivation for action.
- As they are exposed to the path of the main character's personal development (or perhaps degeneration), students will see the consequences of greed, ambition, and power.
- Students will learn that political struggles for power within a government are a part of any historical era, not just modern times.
- Students will be exposed to background information about Shakespeare, Elizabethan drama, and Macbeth.
- Students will examine Shakespeare's use of language.
- Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
- Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in Macbeth as they relate to the author's theme development.
- Students will enrich their vocabulary and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play.

Unit Assessment:

Reading Comprehension Quizzes per Act

Collins Writing:

Type 1-What are the first five things you would do if you assumed a role of power?

Type 1- Write about a time when you were coerced into doing something by another person. What did that person say/do that convinced you to act?

Type 2-- In Act 1.3 of Macbeth, what are the witches' three prophecies?

Type 2- Craft your personal definition of the words “fate” and “free will.” Then, make a list of words that are synonyms for these words.

Type 3- In 5-7 sentences answer the following question: Is our fate in our own hands?

Type 3- Write the missing murder scene in Act 2.2 including stage directions, dialogue, and other dramatic elements.

Type 1--Write about a time when they may have made an irrational decision. What contributed to you making that decision? What factors you wish you had considered? What were the results of this decision?

Literature:

- *Macbeth*
- “Morality as Anti-Nature” by Friedrich Nietzsche

Software/Resources:

Schoology, Internet resources