



English 10 College Prep

Course Information

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| Grade(s): | 10 |
| Discipline/Course: | English |
| Course Title: | English 10 College Prep |
| Prerequisite(s): | English 9 College Prep or 9 Honors |
| Course Description: <i>Program of Studies</i> | <p>English 10 College Prep will extend students' analysis of texts by examining literary craft. Students will evaluate the use of literary devices in drama, fiction, non-fiction, and poetry in order to build their knowledge about literature and develop thoughtful critical stances about literature. Students will strengthen their ability to use textual evidence to support claims and illustrate their points. They will also engage in various research and inquiry experiences. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p> <p>Students in English10 College Prep will read at least five of the books on the list of resources, one of which will be <i>The Tragedy of Macbeth</i> from the challenging text list by William Shakespeare.</p> |
| Course Essential Questions: | <ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear, and view? ● Why are human relationships important? ● Why do we seek and build community? ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? |

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| | <ul style="list-style-type: none"> • How does language work? • How do I develop my writer’s voice? • What do skilled readers do? • How do I participate in collaborative conversations to deepen my understanding? • How do I best support and present my findings and conclusions? |
| Course Enduring Understandings: | <ul style="list-style-type: none"> • By using literature as a mirror, I am also defining who I am as a reader, writer, and thinker. • By applying different strategies, I can change my writer’s voice and develop a new approach to writing. • In order to understand the challenges of others, we must also understand the impact their environment is having on them. • Developing a critical stance and using my reading and thinking skills will allow me to discern truth from opinion and fiction. • Compelling literature often focuses on human relationships and helps us to understand why it’s so important to develop positive connections. • Expanding our point of view helps us to become members of many communities and to understand each other better. • Stories are handed down over time to communicate the values of a culture. • Embracing conflict, taking a risk, and pushing against authority allows the opportunity to enact change. • Language is power, so it must be used responsibly. • Finding one’s own path to a community of readers, writers and thinkers helps support the development of a personal writing voice. • There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers. • When engaged in discussion with my peers, I need to qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented. • I will use evidence, reasoning, and analysis to support my assertions and present them in creative, thoughtful, and authentic ways. |
| Duration: | One Whole year |

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| Credit: | 1 credit |
| Course Materials/Resources: | See the list of core texts below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum. Each year, teachers of this course will identify an additional common text to be read by all students. |
| FPS Course Academic Expectation(s): | <ul style="list-style-type: none"> ● Synthesizing and Evaluating ● Conveying Ideas |
| Year at a Glance (Units) | <ul style="list-style-type: none"> ● The Portfolio <ul style="list-style-type: none"> ○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time. ● Unit 1: The Relationship between the Acquisition of Knowledge and the Loss of Innocence ● Unit 2: Reconciling Personal Desire and Social or Family Responsibility ● Unit 3: The Ideal Society ● Unit 4: Defining Humanity |

Core Texts Resources:

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

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| Challenging Texts |
| <p><i>1984</i> by George Orwell (20th century British dystopian novel)</p> <p><i>The Age of Innocence</i> by Edith Wharton (early 20th century American novel of manners)</p> |

Brave New World by Aldous Huxley (20th century British dystopian novel)
The Color Purple by Alice Walker (20th century Black American epistolary novel)
The Glass Menagerie by Tennessee Williams (20th century American drama)
The Handmaid's Tale by Margaret Atwood (20th century Canadian dystopian novel)
The Joy Luck Club by Amy Tan (20th century Asian-American novel)
Life of Pi by Yann Martel (21st century Canadian novel)
The Tragedy of Macbeth by William Shakespeare (17th century British drama)
Never Let Me Go by Kazuo Ishiguro (21st century Japanese British dystopian novel)
Oryx and Crake by Margaret Atwood (21st century Canadian dystopian novel)
Pride and Prejudice by Jane Austen (18th century British novel of manners)
A Raisin in the Sun by Lorraine Hansberry (20th century Black American drama)
The Round House by Louise Erdrich (21st century Native American fiction)
Things Fall Apart by Chinua Achebe (20th century African novel)

Grade-level Texts

A Separate Peace by John Knowles (20th century American novel)
Brighton Beach Memoirs by Neil Simon (20th century American drama)
Bless Me, Ultima by Rudolpho Anaya (20th century Mexican American novel)
Feed by M.T. Anderson (21st century American dystopian novel)
Half of a Yellow Sun by Chimamanda Ngozi Adichie (21st century novel)
In the Time of the Butterflies by Julia Alvarez (20th century Dominican American novel)
Lord of the Flies by William Golding (20th century British dystopian novel)
The Book of Lost Things by John Connolly (21st century Irish young adult novel)
The Parable of the Sower by Octavia Butler (20th century American dystopian novel)
The Pearl by John Steinbeck (20th century American novel)
The Road by Cormac McCarthy (21st century American dystopian novel)
The Secret Life of Bees by Sue Monk Kidd (21st century American novel)
This Boy's Life by Tobias Wolf (20th century American memoir)



Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

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| Unit Number and Title: | Unit: The Portfolio |
| Duration: | One Year |
| Resource(s): | <u>English Portfolio Directions</u> |
| Unit Overview: | The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis. |
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| Standard(s): | <p>All of the Connecticut Common Core Standards 9-10 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading</p> <p>RL.9-10.10 By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p> <p>RI.9-10.10 By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity</p> |

band independently and proficiently.

Writing

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.

W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing a clear point of view and distinct personal voice.

W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1– 3 on up to and including Grades 9-10 page 55.)

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

W.9.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a Use parallel structure.

CC.9-10.L.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2.b Use a colon to introduce a list or quotation.

L.9-10.2.c Spell correctly.

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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| | CC.9-10.L.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. | |
| Essential Question(s): | <ul style="list-style-type: none"> • How can a portfolio of work show achievement and growth in literacy skills? • How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? • How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? • How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? | |
| Enduring Understanding(s): | <ul style="list-style-type: none"> • By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. • Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I’ve achieved with each piece. • When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. • Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. | |
| Learning Goals: | Content: Students will know... | Skills: Students will be able to... |
| Reading | <ul style="list-style-type: none"> • Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) • Comprehension strategies for reading and understanding literature and literary nonfiction | <ul style="list-style-type: none"> • Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 9-10 text band. • Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. |

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| Writing | <ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures | <ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking |
| Language | <ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English | <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ● Use a colon to introduce a list or quotation. ● Apply knowledge of language to |

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| | | <p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. |
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| Unit Number and Title: | Unit 1: The Relationship Between the Acquisition of Knowledge and the Loss of Innocence |
| Duration: | One quarter |
| Resource(s): | <p>Core Texts: See the list of resources above for all available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>A Separate Peace</i> by John Knowles ● <i>The Book of Lost Things</i> by John Connolly ● <i>Bless Me, Ultima</i> by Rudolpho Anaya ● <i>The Pearl</i> by John Steinbeck ● <i>The Round House</i> by Louise Erdrich ● <i>The Secret Life of Bees</i> by Sue Monk Kidd ● <i>This Boy's Life</i> by Tobias Wolf |
| Unit Overview: | <p>This unit explores the relationship between the acquisition of knowledge and the loss of innocence as presented in a novel and/or memoir, among other supplemental texts. Students will consider the paradoxical effects of the acquisition of knowledge, which leads both to the death of ignorance and innocence and the birth of enlightenment and adulthood. During this unit, students will engage in numerous and varied writing activities, including an assured narrative writing experience.</p> <p>As students engage with the bigger concepts, they will also have numerous opportunities to develop their skills, particularly with narrative writing. In particular, students will spend time evaluating and applying such skills as writing realistic dialogue, using effective pacing, creating vivid descriptions, including reflection as a way of adding deeper meaning, and managing multiple plot lines, to develop experiences, events, and/or characters. Students will also further hone their ability to critically read works of literature to determine theme or central idea and how it is developed over the course of a text.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the</p> |

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| | <p>arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p> |
| Standard(s): | <p>Reading RL & RI.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.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>Writing W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Speaking and Listening SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> |
| Essential Question(s): | <ul style="list-style-type: none"> ● What is the relationship between the acquisition of knowledge and the loss of innocence? ● What leads to and comprises knowledge? ● To what extent is the loss of innocence essential for maturation? |

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| | <ul style="list-style-type: none"> ● How is knowledge both disillusioning and empowering? ● How does an awareness of grief, death, loss writ large, etc., shape human experience? | |
| Enduring Understanding(s): | <ul style="list-style-type: none"> ● There is an inverse relationship between the acquisition of knowledge and innocence. ● Experiences lead to knowledge, that which we know to be true and real. ● In order to mature, a person must shed his innocence and see the harsh realities of the world. ● Knowledge gives a person power by removing illusions to reveal reality. ● When a person begins to understand death, deciding what is important and how to live also changes. | |
| Learning Goal(s): | Content: Students will know... | Skills: Students will be able to... |
| Reading | <ul style="list-style-type: none"> ● The inverse relationship between the acquisition of knowledge and innocence ● Theme ● Tone ● Narrative techniques (such as dialogue, point of view, pacing, description, reflection, and multiple plot lines) ● Figurative language (such as metaphor, simile, personification, etc.) and allusions ● Language functions | <ul style="list-style-type: none"> ● Define the relationship between knowledge and loss of innocence ● Identify and explore theme and tone in a work of literature ● Analyze narrative techniques ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text ○ b. Analyze nuances in the meaning of words with similar denotations ● Apply knowledge of language to understand how language functions in different contexts to comprehend more fully when reading |

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| Writing | <ul style="list-style-type: none"> ● Thematic meanings in writing ● Connections between writing and life ● Characteristics and structure of narrative text ● Language functions | <ul style="list-style-type: none"> ● Identify thematic meanings ● Make connections among and between various writing pieces and personal experience ● Employ narrative techniques to write compelling, well organized narratives. ● Apply knowledge of language to understand how language functions in different contexts in order to make effective choices for meaning or style |
| Speaking and Listening | <ul style="list-style-type: none"> ● Language functions ● Discussion protocols and expectations | <ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different contexts, to comprehend more fully when listening ● Participate fully in collaborative discussions with peers |

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| Unit Number and Title: | Unit 2: Reconciling Personal Desire and Social or Family Responsibility |
| Duration: | One quarter |
| Resource(s): | <p>One of the following works of American drama is required for this unit:</p> <ul style="list-style-type: none"> ● <i>Brighton Beach Memoirs</i> by Neil Simon ● <i>The Glass Menagerie</i> by Tennessee Williams ● <i>A Raisin in the Sun</i> by Lorraine Hansberry <p>See the list of core texts above for all available additional book selections.</p> |
| Unit Overview: | <p>This unit explores the tension between personal desire and social/familial responsibility, as presented in a major work of American drama. Students will encounter, analyze, and critique characters who must navigate this tension and choose between their responsibilities and desires. Students will consider the role this tension plays in forging social bonds and forming a cohesive sense of self. During this unit, students will engage in numerous and varied writing, speaking, and/or multimodal activities, including an assured analytic writing assignment.</p> <p>Throughout this unit, students will explore the characteristics of effective argument in speech and writing. They will learn how to apply their knowledge to the creation of their own argument text, paying close attention to the use of textual evidence to support claims and counterclaims. Students will also develop their ability to write more sophisticated informative or explanatory texts as they express their learning and share it with others. While reading, students will also be asked to analyze the author’s choice regarding structure, pacing, and word choice.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p> |

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| Standard(s): | <p>Reading</p> <p>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.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts</p> <p>Writing</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>Speaking and Listening</p> <p>SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify,</p> |
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| | verify, or challenge ideas and conclusions | |
| Essential Question(s): | <ul style="list-style-type: none"> ● (How) can one reconcile personal desire with social and family responsibility, especially when these things are in conflict? ● How are an individual's values affected by the families and societies that produced them? ● What, if anything, do individuals owe to their families and societies? ● What is the relationship between freedom and responsibility? | |
| Enduring Understanding(s): | <ul style="list-style-type: none"> ● There are consequences that result when individual desire is in conflict with family and/or social responsibilities. ● Individual values are shaped by family and society. ● If a person has been nurtured and supported, he usually feels he owes a debt to his family and/or society. ● With freedom comes great responsibility. | |
| Learning Goals: | Content: Students will know... | Skills: Students will be able to... |
| Reading | <ul style="list-style-type: none"> ● The conflict between personal desire and family and/or social responsibility ● Complex characters ● Conventions specific to drama, including dramatic dialogue, stage directions, and extra-literary devices (lighting, sound effects, music, props, etc.) ● Relevant US document of historical and literary significance. ● Text structure ● Connotation ● Allusions (literary, religious, historical, scientific, etc.) ● Literary devices (such as symbol, motif, | <ul style="list-style-type: none"> ● Identify and interpret the significance of conflicts ● Apply an understanding of dramatic techniques to an interpretation of an American drama ● Apply understanding of text structure, connotative meanings, allusions, and literary devices to an interpretation of literature ● Analyze at least one seminal US document of historical and literary significance |

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| Writing | <ul style="list-style-type: none"> ● Thesis ● Claim and evidence ● Literary analysis ● Organizational strategies ● Formal academic tone ● Conventions of standard English | <ul style="list-style-type: none"> ● Write a thesis-driven, comparative literary analysis essay: <ul style="list-style-type: none"> ○ Compose reasonable claims and supporting claims based on evidence. ○ Select appropriate textual evidence to support claims and supporting claims. ○ Organize ideas clearly and effectively both within and between paragraphs ○ Employ a formal, academic tone using domain specific vocabulary and precise language ○ Provide an effective conclusion ○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| Speaking and Listening | <ul style="list-style-type: none"> ● Question formulation strategies (like QFT) ● The protocols and expectations for civil, inclusive discourse | <ul style="list-style-type: none"> ● Ask questions to deepen understanding ● Bring peers into the discussion ● Clarify, verify, or challenge ideas |

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| Unit Number and Title: | Unit 3: The Ideal Society |
| Duration: | One quarter |
| Resource(s): | <p>See the list of core texts above for all available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Never Let Me Go</i> by Kazuo Ishiguro ● <i>The Lord of the Flies</i> by William Golding ● <i>The Parable of the Sower</i> by Octavia Butler ● <i>The Road</i> by Cormac McCarthy ● <i>In the Time of the Butterflies</i> by Julia Alvarez |
| Unit Overview: | <p>This unit considers the desire to establish ideal societies and the extent to which this is possible. Students will read novels that present dystopian worlds, each beginning with a utopian impulse. Additionally, they will read supplemental informational texts as they probe the conflict between individual freedom and governmental control or even tyranny. During this unit, students will engage in numerous and varied writing activities, including an assured seminar discussion experience.</p> <p>As students continue to understand how to use and cite strong and thorough textual evidence to support assertions in their writing, they will also expand this knowledge and apply it to their ability to participate fully and effectively in collaborative discussions, including Socratic seminars as well as other types of formal discussion.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p> |

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| Standard(s): | <p>Reading</p> <p>RI.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</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)</p> <p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p> <p>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p> <p>Writing:</p> <p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.9-10.9.b Apply Grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)</p> |
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| | <p>Speaking and Listening</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> <p>SL.9-10.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed</p> <p>SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p> <p>SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> |
| <p>Essential Question(s):</p> | <ul style="list-style-type: none"> ● What is Utopia? Is it possible to achieve an ideal society? ● How do utopian societies reflect humanity’s hopes and dreams? ● What is dystopia? Is it inevitable? ● How do fictional dystopias reflect real historical situations? ● Is the conflict between individual freedom and governmental order reconcilable? |
| <p>Enduring Understanding(s):</p> | <ul style="list-style-type: none"> ● A perfect society is just not possible. ● Perfection might not be possible, but it helps to inspire hopes and dreams. ● Dystopia can be avoided if people are reasonable and work together. ● Fictional dystopias are often a mirror reflecting real-life situations. ● Freedom and control may seem like opposites but can actually work together. |

| Learning Goals: | Content: Students will know... | Skills: Students will be able to... |
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| Reading | <ul style="list-style-type: none"> ● Definitions of “utopia” and “dystopia” ● Conventions of utopian and dystopian literature ● Conventions of literary nonfiction and informational texts ● The relationship between dystopian literature and historical situations ● Figures of speech and rhetorical devices, such as satire and sarcasm ● Qualities of fallacious reasoning, such as distortion and exaggeration of facts or evidence ● Usefulness of reference materials, both print and digital, such as dictionaries, glossaries, thesauruses, etc. | <ul style="list-style-type: none"> ● Analyze how authors use structure and language (including diction, figures of speech, tone and rhetorical strategies) and structure to develop arguments ● Interpret and evaluate the effectiveness of arguments and specific claims in informational texts Identify fallacious arguments ● Effectively employ reference materials to support understanding and arguments ● Apply an understanding of utopia and dystopia to an interpretation of literature ● Make connections between and among fiction and nonfiction (including historical events and nonfiction texts) ● |
| Writing | <ul style="list-style-type: none"> ● Literary and informational text evidence ● Reading standards | <ul style="list-style-type: none"> ● Use evidence from literary and informational to support analysis ● Apply reading standards to writing |
| Speaking and Listening | <ul style="list-style-type: none"> ● Seminar discussion techniques | <ul style="list-style-type: none"> ● Prepare for and productively participate in seminar discussion ● Collaborate with peers ● Evaluate a speaker’s rhetoric and assertions |

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| Unit Number and Title: | Unit 4: Defining Humanity |
| Duration: | One quarter |
| Resource(s): | <p>The following 17th century British drama must be taught during this unit:</p> <ul style="list-style-type: none"> ● The Tragedy of <i>Macbeth</i>; by William Shakespeare <p>See the list of core texts above for all available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Half of a Yellow Sun</i> by Chimamanda Ngozi Adichie (21st century novel) ● <i>Things Fall Apart</i> by Chinua Achebe ● <i>The Color Purple</i> by Alice Walker |
| Unit Overview: | <p>This unit investigates what it means to be human. Students will question and consider the special qualities we ascribe to humanity that separate us from beasts. Additionally, students will read works that explore the relationship between gender and humanity. During this unit, students will engage in numerous and varied writing activities, including an assured multimodal presentation.</p> <p>In this final unit of the year, students return again to character development as they immerse themselves in the craft used by the Bard to create some of the most memorable characters of all time. To do this, they will examine conflicting motivations of characters and how those characters are developed over the course of a text. Students will also create multimodal presentations that draw on all their writing and speaking knowledge while also incorporating the digital media most appropriate for the task at hand.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p> |

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| Standard(s): | <p>Reading</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)</p> <p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> <p>Writing</p> <p>W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful for aiding comprehension</p> <p>W.9-10.9.a Apply Grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”)</p> <p>Speaking and Listening</p> |
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| | <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 Language standards 1 and 3 for specific expectations.)</p> | |
| Essential Question(s): | <ul style="list-style-type: none"> ● What defines humanity? What does it mean, ultimately, to be human? ● What, if anything, separates humans from beasts? ● What qualities do we associate with masculinity and femininity? ● How do these gender associations complicate and/or enhance our understanding of humanity? | |
| Enduring Understanding(s): | <ul style="list-style-type: none"> ● Being human involves the capacity to empathize. ● Language and compassion separate humans from beasts. ● The qualities of masculinity and femininity have changed over time and continue to shift. ● Gender associations can both complicate and enhance our understanding of humanity. | |
| Learning Goals: | Content: Students will know... | Skills: Students will be able to... |

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| Reading | <ul style="list-style-type: none"> ● Shakespearean tragedy and the academic language associated with tragedy, such as hubris, hamartia, and catastrophe ● Iambic pentameter as the standard poetic form of Elizabethan drama and verse ● The significance of variations in standard metrical patterns ● Literary terms associated with the study of drama and common in Shakespearean plays, such as pun, soliloquy, and aside ● Archaic language ● The definition of empathy and how it helps to understand humanity | <ul style="list-style-type: none"> ● Comprehend Shakespeare’s <i>The Tragedy of Macbeth</i> by reading independently ● Analyze how an author/director draws on and transforms source material in a specific work (<i>The Tragedy of Macbeth</i>) ● Apply an understanding of tragedy as a genre to an interpretation of <i>The Tragedy of Macbeth</i> ● Identify iambic pentameter and significant moments of its variation in <i>The Tragedy of Macbeth</i> ● Analyze and interpret the significance of language in <i>The Tragedy of Macbeth</i> (including metrics, figurative language, and dramatic techniques) ● Define “archaic language” ● Define “empathy” |
| Writing | <ul style="list-style-type: none"> ● Topics for writing ● Organizational strategies ● Formatting, graphics, multimedia appropriate to audience, purpose, and task | <ul style="list-style-type: none"> ● Compose and present an engaging, substantive, well organized multimodal present using a style appropriate to purpose, audience, and task ● Employ technology strategically and effectively |
| Speaking and Listening | <ul style="list-style-type: none"> ● Multimodal presentation techniques ● Digital media strategies ● Discussion protocols and expectations | <ul style="list-style-type: none"> ● Use multimodal presentation techniques and digital media strategies to share new understandings ● Comprehend Shakespeare’s <i>The Tragedy of Macbeth</i> by collaborating with peers and engaging in teacher-led discussions |

