

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **ENGLISH 10 Grade 10 English Department 2018**

**(Last revision date: 2017)**

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**English 10**  
**Grade 10**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

English 10 is the second phase of a four-year program designed to enact the English department's goal of creating independent, lifelong readers, writers, and learners. The grade 10 curriculum is aligned to the Connecticut Core Standards to promote college and career readiness in all students.

The Grade 10 classroom is student-centered, requiring students to take an active approach to their learning. Students will apply reading and writing concepts and skills that they have learned in grade 9 and earlier, and work to build upon these skills to develop their thinking and communication. The course focus is on developing students' abilities to analyze, synthesize, and evaluate text using a range of complex fiction, nonfiction, drama, poetry, and supplemental materials.

Grade 10 teachers will build and maintain an environment in which students are able to take ownership of their learning. As the processes of reading, writing, thinking, speaking, and listening all work to create a new way of seeing the world, students will develop their abilities to become more reflective, thus transcending their own exclusive experiences to include the experiences of others.

The Grade 10 curriculum is a study of human behavior as explored through literature and literary non-fiction. Students are asked to analyze complex characters through close text analysis, examine how the characters interact and influence other characters, and evaluate how characters further the conflict or establish a theme. Through this character study focus, students will practice and expand their writing skills, specifically through honing their ability to clearly explain and support their thinking and through the application of domain-specific language.

The three major literary curriculum units are designed to be non-sequential. Teachers may approach these units in any order and will still address all course goals and objectives. Specific writing instruction is outlined in an ongoing unit designed to be integrated throughout the year. Teachers will ensure that specific, targeted writing instruction precedes each summative assessment and that recursive instruction follows each summative assessment in order to reteach skills for students who have not yet reached mastery of a skill.

Every Grade 10 student will read three assured core texts: *The Catcher in the Rye* by J.D. Salinger, *The Tragedy of Macbeth* by William Shakespeare, and *Lord of the Flies* by William Golding. One of these texts will serve as the core text for each of the three units. Literary units

will be augmented with supplemental course texts, related readings in a variety of genres, Rigorous Independent Reading, and/or literature circles. The Appendix of this curriculum guide includes possible course outlines that ensure a rich, diverse, and rigorous course of study.

On an ongoing basis, students will read, analyze, synthesize, write, speak, listen, and create, utilizing technology when appropriate. Assured summative assessments of this course include:

- a shared inquiry discussion, with written reflection following discussion;
- a literary analysis essay;
- a synthesis assessment; and
- a digital presentation.

Each of these assessments will be a major grade for one of the quarters, and at least one of these assured summative assessments must include a research experience for students. Students will incorporate the research material into a written piece, using proper MLA format and taking appropriate steps to avoid plagiarism.

Teachers will pair assured assessments with the appropriate literary unit of study, such that at least one assured summative assessment is embedded in each unit. In addition, students will complete a variety of formative assessments and performance-based tasks within each unit.

This curriculum spans all levels from College-Preparatory to Honors. Teachers will offer scaffolding and differentiation as needed at the CP level, and extension activities to supplement at the Honors level. Possible extension activities are included for each literary unit.

## **COURSE GOALS**

The following course goals derive from the 2010 Connecticut Core Standards.

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 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.9-10.3	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.
CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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 Brueghel’s <i>Landscape with the Fall of Icarus</i> ).
CCSS.ELA-Literacy.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).
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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in the 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).
CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c	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.

CCSS.ELA-Literacy.W.9-10.1d	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.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.9-10.2a	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 to aiding comprehension.
CCSS.ELA-Literacy.W.9-10.2b	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.
CCSS.ELA-Literacy.W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.9-10.2e	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.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-Literacy.W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
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.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.W.9-10.9	Draw evidence from literary or informational texts to supports analysis, reflection, and research.
CCSS.ELA-Literacy.W.9-10.9a	Apply grades 9-10 Reading standards to literature.



CCSS.ELA-Literacy.W.9-10.9b	Apply grades 9-10 Reading standards to literary nonfiction.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.9-10.1a	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.
CCSS.ELA-Literacy.SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate goals), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1d	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.
CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.9-10.1a	Use parallel structure.
CCSS.ELA-Literacy.L.9-10.1b	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.
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.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
CCSS.ELA-Literacy.L.9-10.2b	Use a colon to introduce a list of quotation.
CCSS.ELA-Literacy.L.9-10.2c	Spell correctly.
CCSS.ELA-Literacy.L.9-10.3	Apply knowledge or 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.
CCSS.ELA-Literacy.L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ).
CCSS.ELA-Literacy.L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy.L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.
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.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Digital Citizen (Standard 2)	<p>Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p>
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2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

ISTE Innovative Designer  
(Standard 4)

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c. Students develop, test, and refine prototypes as part of a cyclical design process.

4d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- reading, writing, speaking, and listening facilitate one’s perspective on human behavior and individually.
- authors employ specific literary strategies and devices to influence and persuade readers and to convey point of view and purpose.
- writers make strategic and precise decisions about language, structure, and organization in order to craft effective communication.
- in order to develop a comprehensive analysis, a reader must examine texts through a variety of lenses and perspectives.
- literature provides both a “mirror” and “window” for the reader.
- struggles are universal and conflict is at the heart of literature.
- experiences, while individual, are also shared universally.
- society plays a role in shaping the individual.
- the individual plays a role in shaping society.
- individual research and inquiry, which extend learning beyond direct instruction, are necessary in developing independent thought and analyzing text.
- members of an advanced learning community need to be active contributors and take on the responsibility of propelling thinking and discussion.
- members of an active learning community need to collaborate with peers to create a learning community, including setting group norms for discussion and decision-making.

## **COURSE ESSENTIAL QUESTIONS**

- How do individuals develop their identities?
- Why do characters make the choices they make?
- How do decisions that characters make affect their development?
- To what extent do circumstances shape the individual?
- How do authors create authentic voices and narratives?

- How do authors achieve their purposes through their choices?
- What rhetorical choices do writers make in order to clearly and effectively communicate ideas in nonfiction pieces?
- What literary devices do writers utilize in order to illustrate their messages and enhance their stories?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- key academic vocabulary related to analyzing literature and informational texts (\*stressed in Honors-level English 10):
  - allusion
  - archetype\*
  - characterization
  - conflict
  - connotation
  - diction
  - empathy
  - equivocation\*
  - foreshadowing
  - foil
  - imagery
  - imply vs. infer
  - irony
  - juxtaposition\*
  - metaphor
  - motif
  - narrative perspective
  - narrator
  - paradox\*
  - personification
  - protagonist
  - plot
  - setting
  - simile
  - soliloquy
  - style
  - subtext
  - symbol
  - syntax
  - theme
  - tone
  - trope\*
  - voice
- key academic vocabulary related to rhetorical analysis:
  - audience
  - critical stance
  - purpose

- tone
- rhetoric
- modes of appeal: ethos / logos / pathos

Students will be able to . . .

- read a text closely to deepen understanding, interpretation, and analysis.
- formulate an argument and select evidence to support a claim in writing and speaking.
- follow steps of the writing process (e.g., drafting, revising, editing, publishing).
- effectively organize ideas when writing and speaking.
- participate meaningfully in collaborative discussions to build and/or enhance insight into a text or idea.
- collaborate with others and extend collaboration via technology.

# COURSE SYLLABUS

**Course Name**

English 10

**Level**

College-Preparatory, Advanced College-Preparatory, & Honors

**Prerequisites**

Successful completion of grade 9 English.

**Materials Required**

None

**General Description of the Course**

Grade 10 English is the second phase of a four-year program designed to enact the English department's goal of creating independent, lifelong readers, writers, and learners. It is aligned to the Connecticut Core State Standards to promote college and career readiness in all students. The Grade 10 classroom is student-centered, requiring students to take an active approach to their learning. Students will apply reading and writing concepts and skills that they have learned in grade 9 and earlier, and work to build upon these skills to develop their thinking and communication. The course focus is on developing students' abilities to analyze, synthesize, and evaluate text using a range of complex fiction, nonfiction, drama, poetry, and supplemental materials. The Grade 10 curriculum is a study of human behavior as explored through literature and literary non-fiction. Students are asked to analyze complex characters through close text analysis, examine how the characters interact and influence other characters, and evaluate how characters further the conflict or establish a theme. Through this character study focus, students will practice and expand their writing skills, specifically through honing their ability to clearly explain and support their thinking and through the application of domain-specific language.

To accommodate the College-Preparatory, Advanced College-Preparatory, and Honors levels, teachers will differentiate and scaffold instruction to support and enrich student access to the curriculum.

**Assured Assessments**

Formative Assessments:

Formative assessments can include, but are not limited to:

- Pre-tests on grade-level writing conventions
- Baseline prompt-based writing assessment
- Close reading and responding
- Whole-class discussion
- Journaling
- Shared inquiry discussion

Summative Assessments:

- Post-test on grade-level writing conventions
- Shared inquiry discussion, with written reflection following discussion
- Literary analysis essay
- Synthesis assessment
- Digital presentation
- Reflective piece on self as writer

**Core Texts**

- One of:
  - Golding, William. *Lord of the Flies*. Print.
  - Salinger, J.D. *The Catcher in the Rye*. Print.
  - Shakespeare, William. *The Tragedy of Macbeth*. Print.



## UNIT W

### Ongoing Writing Development

#### Unit Goals

At the completion of this unit, students will:

- |                             |   |
|-----------------------------|---|
| CCSS.ELA-Literacy.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.  |
| CCSS.ELA-Literacy.W.9-10.1a | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.                                   |
| CCSS.ELA-Literacy.W.9-10.1b | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                                       |
| CCSS.ELA-Literacy.W.9-10.1c | 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.                      |
| CCSS.ELA-Literacy.W.9-10.1d | 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.9-10.1e | Provide a concluding statement or section that follows from and supports the argument presented.  |
| CCSS.ELA-Literacy.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.   |
| CCSS.ELA-Literacy.W.9-10.2a | 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 to aiding comprehension. |
| CCSS.ELA-Literacy.W.9-10.2b | 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.                                 |

CCSS.ELA-Literacy.W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.9-10.2e	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.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-Literacy.W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-Literacy.W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.

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.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.W.9-10.9	Draw evidence from literary or informational texts to supports analysis, reflection, and research.
CCSS.ELA-Literacy.W.9-10.9a	Apply grades 9-10 Reading standards to literature.
CCSS.ELA-Literacy.W.9-10.9b	Apply grades 9-10 Reading standards to literary nonfiction.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.9-10.1a	Use parallel structure.
CCSS.ELA-Literacy.L.9-10.1b	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.
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.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
CCSS.ELA-Literacy.L.9-10.2b	Use a colon to introduce a list of quotation.
CCSS.ELA-Literacy.L.9-10-2c	Spell correctly.
CCSS.ELA-Literacy.L.9-10.3	Apply knowledge or 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.
CCSS.ELA-Literacy.L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ).
CCSS.ELA-Literacy.L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy.L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.

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.

ISTE Digital Citizen  
(Standard 2)

Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

ISTE Innovative Designer  
(Standard 4)

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

- 4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 4c. Students develop, test, and refine prototypes as part of a cyclical design process.
- 4d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

### Unit Essential Questions

- What are the steps of the writing process?
- What is the difference between revision and editing?
- What are the different forms of writing and when is it appropriate to use them? When is appropriate to meld them?
- How do writers communicate an idea?

- How do writers select and incorporate evidence to support an idea?
- How do writers apply language and rhetorical strategies to convey meaning?

### **Scope and Sequence**

- Writing instruction and practice will be ongoing, ranging from short, informal responses (on-line and/or in class) to extended, formal essays to genre pieces (e.g., short stories, poems, plays, speeches) to non-traditional texts (e.g., online presentations, graphic novels) that have gone through many drafts and revisions.
- Instruction in grammar and writing conventions will be integrated throughout the year via pre-tests, formative assessments, and post-tests.
- Writing folders and online portfolios will be utilized to promote revision, reflection, curation, and organization of writing.
- Google Docs and Google Drive will be utilized in instruction to foster collaboration, revision, and reflection.

### **Assured Assessments**

All students will participate in instruction in grade-level writing conventions as represented by the THS English Department Writing Conventions Matrix in the Appendix of this curriculum guide. Students will take a pre-test in the fall; it will not be graded, but will be administered for data collection and instructional planning). Throughout the year, teachers will deliver instruction on individual grade-level writing conventions and assess student mastery through assured skills assessments (one in quarter 1, two in quarters 2 and 3, and one in quarter 4). The post-test in the spring will be graded based on instruction during the year.

#### **Formative Assessment:**

As a non-graded, baseline writing assessment, all students will engage in a prompt-based writing assignment during the first two weeks of the year. Students will read a grade-level short story independently and respond to an analytical/interpretive prompt in a single on-demand session. This “untainted writing” response to a piece of new text is evaluated using the Written Response Rubric to determine individual student and class strengths and areas of need to inform planning and instruction for the year.

Students will return to this piece at the end of the year, rereading the text, and writing a new response. Students will then reflect on both pieces of writing and their individual growth and continuing needs.

#### **Summative Assessments:**

Each of the four major assured summative assessments for the course requires writing that must go through the writing process. These include:

- a shared inquiry discussion, with written reflection following discussion;
- a literary analysis essay;
- a synthesis assessment; and
- a digital presentation.

Each of these assessments will be a major grade for one of the quarters, and at least one of these assured summative assessments must include a research experience for students. Students will incorporate the research material into a written piece, using proper MLA format and taking appropriate steps to avoid plagiarism.

An additional assured assessment will be a Reflective Piece. Students will author a reflective piece commenting on their progress as a writer throughout the course of the year. The piece should function as an explanatory/persuasive piece in which students cite concrete evidence from their year's writing and other documents (e.g., teacher and peer comments, earlier reflections) in order to explain and illustrate their progress. The assessment will be a major quarter grade for the course (in quarter 4) and will be assessed using the THS School-Wide Writing Rubric. Mastery on this assessment will be "goal/proficient" on the rubric.

This assessment can be differentiated by: providing a claim stem or prompt questions for reflection; providing models; adjusting the length required; expanding the scope of the assessment (e.g., expanding the activity to invite students to liken themselves to a particular author or align with a style; varying genre); and/or providing time for peer and teacher feedback in a workshop setting.

## **Resources**

### Supplemental

- Anderson, Jeff. *Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop*. Portland, ME: Stenhouse, 2007. Print.
- Gallagher, Kelly. *Write Like This: Teaching Real-World Writing through Modeling and Mentor Texts*. Portland, ME: Stenhouse, 2011. Print.
- Kennedy, X.J., Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl Repetto. *The Bedford Reader*. New York: Bedford-St. Martin, 2016. Print.
- Lee, Martin. *Grammar & Writing for Standardized Tests 9-12*. New York: Sadlier-Oxford, 2010. Print.
- Straus, Jane. *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*. Malden, MA: Wiley, 2014. Print.
- Weaver, Constance. *The Grammar Plan Book: A Guide to Smart Teaching*. Portsmouth, NH: Heinemann, 2006. Print.

## **Time Allotment**

- Integrated throughout the entire course, ensuring that students are engaged as continuous practitioners. Specific, skills-focused writing instruction should precede each assured summative assessment. Recursive instruction should be provided as needed to ensure that students master grade 10 skills and practices of writing.

# UNIT 1

## Individual Identity: How Do Characters Overcome Obstacles?

### Unit Goals

At the completion of this unit, students will:

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 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.9-10.5	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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in the 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).



CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-Literacy.W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-Literacy.W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Unit Essential Questions**

- How do authors use rhetorical and literary devices to create complex characters with evolving identities?
- How does one form an identity?
- How does one’s environment shape one’s identity?
- How much control does one have over the formation of one’s own identity?

### **Scope and Sequence**

- Students will conduct a close critical study of how an individual evolves over the course of the text.
- Students will examine their own identities and contemplate the formation of that identity.
- Students will trace how an individual character evolves in a text and what motivates that character to change.
- Students and teachers will draw on social sciences (e.g., history, sociology, psychology, economics, etc.) to supplement unit resources and activities.
- Students and teachers will have the opportunity to draw on current events to supplement unit resources and activities (e.g., researching current international political situations while reading *Macbeth*; examining contemporary teen mental health issues while reading *The Catcher in the Rye*).

## Assured Assessments

### Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- ***Reading***: Narratives begin in stasis, explore conflict through the introduction of intrusions into that stasis, and end when new stasis has been achieved. Often that conflict is internal within a character, contributing, for better or for worse, to an individual character's identity. Students may trace the development of a protagonist throughout a full-length text, exploring both individual development and author's use of literary devices to portray said development (e.g. "inciting incident"; "quest tale"; "motif").
- ***Reading***: Close critical reading is at the heart of literary analysis and reader response. Used both to examine author's craft and textual significance, close reading can afford students the opportunity to "unlock" a text in a precise but manageable way. Students may select a passage, conduct close critical reading on the passage, and publish their insights.
- ***Writing***: Students may engage in a series of narrative writing freewrites in which they contemplate aspects of the formation of their own identities (e.g., "Tell about a time you had to be brave" or "What do you wish people knew about you?"). The series of freewrites can serve as a brainstorming activity to help students to formulate claims for later literary character analyses. Teachers can also use the series of freewrites to instruct in and check for understanding of the domain-specific vocabulary necessary for character analysis (e.g., "internal conflict"; "antagonist"; "climax").
- ***Writing***: Writers sometimes write in their own voices and sometimes in the voices of characters they create. Specific literary and rhetorical devices are employed in each instance. In order to explore, appreciate, and be able to analyze both instances, students may:
  - write a journal entry in the voice of a character at a pivotal moment in the text, using inferential thinking to determine the character's thoughts.
  - write a journal entry in their own voice to express an opinion or view that they hold about a topic or issue relevant to them and their world.
- ***Speaking & Listening***: Aristotle said, "We are what we repeatedly do." Students may participate in a shared inquiry discussion in which they examine how a character's actions, and patterns, define the character.

### Summative Assessment:

In a major piece, students will examine the composition of character, either in literature or in life. After introducing the concepts of character and the individual, students will assert a claim about the character in question; they will use evidence (from the text, from real-life events, from research) to support that claim; they will explain their analysis of the evidence in order to make a compelling argument to their audience. The assessment will be a major quarter grade for the course. Mastery on this assessment will be "goal/proficient" on the assessment rubric located in the Appendix of this curriculum guide.

This assessment can be differentiated by: providing a claim stem or outline frame for students' organization; providing a list of suggested literary terms for students to use, with examples of appropriate uses of terms; adjusting the paper's length; and/or expanding the scope of the assessment (e.g., exploring an author's use of stock characters or tropes in characterization).

## Possible Extension Activities

Students may work with the THS Crisis Interventionist and/or the Yale Center for Emotional Intelligence “Emotion Revolution” Inspir(ed) movement resources (<http://ei.yale.edu/what-we-do/emotion-revolution/>) to create in-school programs and resources to facilitate open student dialogue about emotions and mental health.

Students may also participate in the StoryCorps storytelling initiative ([www.storycorps.org](http://www.storycorps.org)) to interview a significant person in their lives. Using the StoryCorps online resources, students may craft interview questions, conduct an interview with someone, and create a podcast to preserve the story. Students might share their podcasts with one another and offer commentary on the narrative techniques used and the character identities portrayed.

## Resources

### Core

- One of:
  - Golding, William. *Lord of the Flies*. Print.
  - Salinger, J.D. *The Catcher in the Rye*. Print.
  - Shakespeare, William. *The Tragedy of Macbeth*. Print.

### Supplemental Full Texts

- Bronte, Charlotte. *Jane Eyre*. Print.
- Chbosky, Stephen. *The Perks of Being a Wallflower*. Print.
- Hansberry, Lorraine. *A Raisin in the Sun*. Print.
- Hardy, Thomas. *Tess of the d'Urbervilles*. Print.
- Hoffman, Alice. *Local Girls*. Print.
- Huxley, Aldous. *Brave New World*. Print.
- Kingsolver, Barbara. *The Bean Trees*. Print.
- Kinsella, W.P. *Shoeless Joe*. Print.
- Knowles, John. *A Separate Peace*. Print.
- Moore, Wes. *The Other Wes Moore*. Print.
- Shakespeare, William. *A Midsummer Night's Dream*. Print.
- Wharton, Alice. *Ethan Frome*. Print.
- Wright, Richard. *Black Boy*. Print.

### Supplemental Short Stories

- Cisneros, Sandra. “Eleven.” Print.
- Keret, Etgar. “Breaking the Pig.” Print.
- Kresmer, Susie. “And Summer Is Gone.” Print.
- Mansfield, Katherine. “Her First Ball.” Print.
- Norris, Leslie. “Shaving.” Print.
- Updike, John. “A&P.” Print.

### Supplemental Articles, Essays, Speeches, & Narratives

- Friedman, Richard A. “Why Teenagers Act Crazy.” Web. <http://www.nytimes.com/2014/06/29/opinion/sunday/why-teenagers-act-crazy.html>.
- Hughes, Langston. “Salvation.” Print.
- Knox, Richard. “The Teen Brain: It’s Just Not Grown Up Yet.” Web. <http://www.npr.org/templates/story/story.php?storyId=124119468>.

- Kolbert, Elizabeth. “The Terrible Teens.” Web. <http://www.newyorker.com/magazine/2015/08/31/the-terrible-teens>.
- Lahiri, Jhumpa. *In Other Words* excerpts. Print.
- Luckerson, Victor. “The American Teenager in 2015.” Web. <http://time.com/the-american-teenager-in-2015-on-the-fringe-of-something-new/>.
- Rauch, Jonathan. “Why Hillary Clinton Needs to Be Two-Faced.” Web. [http://www.nytimes.com/2016/10/23/opinion/campaign-stops/why-hillary-clinton-needs-to-be-two-faced.html?\\_r=2](http://www.nytimes.com/2016/10/23/opinion/campaign-stops/why-hillary-clinton-needs-to-be-two-faced.html?_r=2).
- Roosevelt, Theodore. “Character & Success.” Web. <http://www.theodore-roosevelt.com/images/research/speeches/trcharsuccess.pdf>.
- Sorrentino, Christopher. “When He Was Seventeen.” Web. [http://www.nytimes.com/learning/teachers/featured\\_articles/20070917monday.html](http://www.nytimes.com/learning/teachers/featured_articles/20070917monday.html).
- Szalavitz, Maia. “Why the Teen Brain Is Drawn to Risk.” Web. <http://healthland.time.com/2012/10/02/why-the-teen-brain-is-drawn-to-risk/>.

### Supplemental Dramas & Poems

- Durang, Christopher. *Bar Mitzvah Boy*. Print.
- Collins, Billy. “On Turning Ten.” Print.
- Collins, Billy. “To My Favorite 17-Year-Old High School Student.” Print.
- Hardy, Thomas. “Hap.” Print.
- Kasischke, Laura. “Bike Ride with Older Boys.” Print.
- Kay, Sarah. “If I Should Have a Daughter.” Print.
- Kenyon, Jane. “Let Evening Come.” Print.
- Mali, Taylor. “Totally Like Whatever.” Print.
- Smith, Stevie. “Not Waving but Drowning.” Print.
- Soto, Gary. “Oranges.” Print.
- Thomas, Dylan. “Do Not Go Gentle into That Good Night.” Print.
- Wasserstein, Wendy. *The Heidi Chronicles* excerpts. Print.
- current song lyrics about adolescence

### Supplemental Other Texts

- Blakemore, Sarah-Jayne. “The Mysterious Workings of the Adolescent Brain.” Web. [https://www.ted.com/talks/sarah\\_jayne\\_blakemore\\_the\\_mysterious\\_workings\\_of\\_the\\_adolescent\\_brain?language=en](https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en).
- Brown, Brené. “The Power of Vulnerability.” Web. [https://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability?language=en](https://www.ted.com/talks/brene_brown_on_vulnerability?language=en).
- Dubner, Stephen J. “Freakonomics Radio: ‘Faking It.’” Web. <http://freakonomics.com/podcast/freakonomics-radio-faking-it/>.
- “Today’s Teens vs. Yesterday’s Teens: Is There Really a Big Difference? Infographic.” Web. <http://infographicworld.com/high-schoolers-then-and-now/>.
- “Wild at Heart, and Seventeen.” Web. [http://www.nytimes.com/interactive/2007/09/15/nyregion/thecity/20070916\\_SEVENTEEN\\_GRAPHIC.html](http://www.nytimes.com/interactive/2007/09/15/nyregion/thecity/20070916_SEVENTEEN_GRAPHIC.html).
- film clips from *Boyhood*, *The Breakfast Club*, *Dead Poets Society*, *Garden State*.

### **Time Allotment**

- Approximately 10-12 weeks

## UNIT 2

### Why Do Good People Make Poor Decisions?

#### Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.9-10.1a	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.
CCSS.ELA-Literacy.SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate goals),

clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1c

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

CCSS.ELA-Literacy.SL.9-10.1d

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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Unit Essential Questions**

- How do authors create characters with whom the audience empathizes even as those characters sometimes make poor decisions?
- Why do individuals select poor choices even as they understand the decisions will have negative consequences?
- What subconscious impulses affect our decision-making processes and how can we better control them?
- What does it take for individuals to make extraordinary decisions, either good or bad?

### **Scope and Sequence**

- Students will conduct a close study of characters, the circumstances that cause them to make the decisions that impact their identities, and the nature of their choices themselves.
- Students and teachers will supplement course texts with nonfiction sources connecting to social sciences (e.g., TED Talks) to examine the steps a person undergoes when making a decision.
- Students will examine the ways that an author uses language to build complex characters.

### **Assured Assessments**

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Reading: Close critical reading is at the heart of literary analysis and reader response. Used both to examine author's craft and textual significance, close reading can afford

students the opportunity to “unlock” a text in a precise but manageable way. Students may select a passage, conduct close critical reading on the passage, and publish their insights.

- Reading: Complex characterization is often a hallmark of advanced literature: characters’ motivations and decision-making processes are often not as “black and white” as once were in simpler literary texts. Examining subtext is a key component to uncovering complex characterization. Students may examine a character’s actions, dialogue, subtext, and other elements in order to analyze the character’s complexity. Students may track the development of the character in a journal or other graphic organizer.
- Reading: Humans communicate with each other through a variety of means, some verbal but much non-verbal. Students may examine a passage from a dramatic text, analyzing and annotating it for the non-verbal communication occurring in the passage.
- Writing: Students may write a letter to a character empathizing with the character’s situation, discussing how the choices the character makes are understandable given the situation the character is in, but then critiquing those choices based on how the character’s choices affect others around the character.
- Writing, Viewing: Insights into human motivation come from many different areas of study. The TED Conference brings together people with a wide variety of backgrounds to share their observations about human motivation. Students may connect the ideas in TED Talks with texts such as *Lord of the Flies* or *Macbeth* to help them explain and evaluate the choices that characters make and report their conclusions. Possible options can include, but are not limited to, a shared online document or a slideshow.
- Viewing: In order to see the various ways that people may interpret a text and then communicate that interpretation in a visual medium, students may view one or more performances of a dramatic text, comparing them, discussing the various choices made and how those choices affected students’ understanding of the themes and characters.
- Speaking & Listening: Students may participate in a shared inquiry discussion that asks them to examine human behavior and the choices people make as they develop.

#### Summative Assessment:

In a major piece, students will analyze the effectiveness of authorial choices and their impact on a text’s audience. In the piece, students will have the opportunity to “activate” the authorial choices, demonstrating the manipulation of an audience through the craft. Students will identify and analyze authorial choices at play in the text. Evaluating the impact of authorial choices, they will produce an original piece that illustrates the activation of these authorial choices. For example, after studying *The Tragedy of Macbeth*, students might work in pairs or small collaborative groups to analyze the soliloquies in the play and determine the authorial choices made by Shakespeare to indicate character motivation and decision-making. After determining the authorial choices at work and the subsequent impact, student groups will stage a reading of the soliloquy based on authorial choices, with requisite explanation of their own decision-making. The assessment will be a major quarter grade for the course. Mastery on this assessment will be “goal/proficient” on the assessment rubric located in the Appendix of this curriculum guide.

This assessment can be differentiated by: providing guide questions for text analysis of authorial choices (e.g., “Is the author using words to create a picture?”; “What attitude does the speaker seem to have toward the subject?”); providing a list of suggested literary terms for students to use, with examples of appropriate uses of terms; adjusting the piece’s length or reducing the number of authorial choices to be examined; expanding the scope of the assessment (e.g.,

providing opportunities for wider publication of student products); and/or providing time for peer and teacher feedback in a workshop setting.

### **Possible Extension Activities**

Students may attend a local or school theatre production of a classic or contemporary drama. Students may independently read the text of the play before the production and apply their analysis of authorial choices to the text, predicting ways in which these choices might be “activated” on stage. Following the performance, students may engage in a round-table discussion about the choices made by actors, director, and designers and opine whether they are supported by textual evidence.

### **Resources**

#### Core

- One of:
  - Golding, William. *Lord of the Flies*. Print.
  - Salinger, J.D. *The Catcher in the Rye*. Print.
  - Shakespeare, William. *The Tragedy of Macbeth*. Print.

#### Supplemental Full Texts

- Achebe, Chinua. *Things Fall Apart*. Print.
- Hardy, Thomas. *Tess of the d'Urbervilles*. Print.
- Hoffman, Alice. *Local Girls*. Print.
- Knowles, John. *A Separate Peace*. Print.
- Moore, Wes. *The Other Wes Moore*. Print.
- Wharton, Alice. *Ethan Frome*. Print.
- Wilde, Oscar. *The Picture of Dorian Gray*. Print.
- Williams, Tennessee. *A Streetcar Named Desire*. Print.

### **Time Allotment**

- Approximately 10-12 weeks



## UNIT 3

### How Does Society Influence the Individual?

#### Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.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 Brueghel’s <i>Landscape with the Fall of Icarus</i> ).
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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to supports analysis, reflection, and research.
CCSS.ELA-Literacy.W.9-10.9a	Apply grades 9-10 Reading standards to literature.
CCSS.ELA-Literacy.W.9-10.9b	Apply grades 9-10 Reading standards to literary nonfiction.
CCSS.ELA-Literacy.SL.9-10.1d	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.

CCSS.ELA-Literacy.SL.9-10.2

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

### Unit Essential Questions

- How do authors of fiction employ literary devices and rhetorical devices to craft a fictional society? How do authors of nonfiction employ literary devices and rhetorical devices to make a claim or engender a view?
- How does one's interaction with "the other" impact an individual's identity?
- Which is more powerful: the group or the individual?
- Can one remain an individual while in a group?
- Does the individual control circumstances or do circumstances control the individual?
- Which has a stronger influence on a character: circumstances or free will?
- From where does power come?
- How does an individual accumulate power?
- How does a society agree on norms and mores?

### Scope and Sequence

- Students will conduct a close study of society presented in each text, and compare it to aspects of our society in order to expand their understanding.
- Students will examine how the society influences the individuals in the text and vice versa.
- Students will trace how a society accumulates, distributes, and wields power.
- Students and teachers will draw on social sciences (e.g., history, sociology, psychology, economics, etc.) to supplement unit resources and activities.

### Assured Assessments

Formative Assessment:

- Formative assessments for this unit can include, but are not limited to:  
*Reading:* Close critical reading is at the heart of literary analysis and reader response. Used both to examine author's craft and textual significance, close reading can afford

students the opportunity to “unlock” a text in a precise but manageable way. Students may select a passage, conduct close critical reading on the passage, and publish their insights.

- **Reading:** Students may trace character development throughout a text, focusing on society’s influence on character. Results may be published in a journal or other graphic organizer.
- **Reading:** Students may use notetaking strategies and/or graphic organizers to trace the development of an author’s use of symbolism to portray both society, the individual, and the interplay between the two.
- **Writing:** Students may synthesize course non-fiction resources, individual research, and literary content (perhaps between/among more than one literary text in the unit) in order to draw conclusions addressing unit Essential Questions.
- **Writing, Speaking & Listening:** Students may conduct research exploring where norms come from and how they evolve, citing evidence from both their own experiences and seminal research from outside sources. This synthesis of ideas may be published in a short response or shared in classroom discussion.
- **Speaking & Listening:** Students may participate in a shared inquiry discussion that asks them to examine society and its impact on the individual and/or the impact an individual can have on society. The purpose can be as a brainstorming activity to formulate student ideas, scaffold learning, and check for understanding. In addition, teachers can capture information about individual and class understandings to inform instruction.
- **Technology:** Students may utilize technology to share their findings and opinions on society’s influence on individuals, employing resources to provide evidence and illustration. (E.g., each student may contribute one slide to a class slideshow presentation on an Essential Question, or all students may participate in a VoiceThread discussion.)

#### Summative Assessment:

In a major piece, students will analyze the relationship between society and the individual. Students will introduce and explore the concepts of the individual and societal influence, both in literature and real life. They will assert a claim about the symbiosis between individuals and society; they will use evidence (from the text, from real-life events, from research) to support that claim; they will explain their analysis of the evidence in order to make a compelling argument to their audience. For example, after reading *Ethan Frome*, *The Other Wes Moore*, and *A Raisin in the Sun*, students might argue their stance on the question “Which is harder to escape: oppression by race or oppression by class?” Using the three texts and social science research, students may create a persuasive multimedia presentation to argue and illustrate their stance. The assessment will be a major quarter grade for the course. Mastery on this assessment will be “goal/proficient” on the assessment rubric located in the Appendix of this curriculum guide. This assessment can be differentiated by: providing a claim stem or outline frame for organization; providing a portfolio of suggested scenes or passages from the text that point specifically to the issue; adjusting the number of texts and research resources required; expanding the scope of the assessment (e.g., expanding the question to explore various cultures around the world or to interview an individual in a relevant professional field); and/or providing time for peer and teacher feedback in a workshop setting.

#### Possible Extension Activities

Students may curate a “Society and the Individual”-themed “playlist” of independent reading books, choosing from children’s picture books to young adult novels to contemporary adult

titles. They may keep a journal documenting and responding to the role they see society playing in the lives of individual characters as they read. After completing the reading playlist, students can reflect on their journal entries to draw conclusions about the role of society in literature and the accuracy of its representation.

## **Resources**

### Core

- One of:
  - Golding, William. *Lord of the Flies*. Print.
  - Salinger, J.D. *The Catcher in the Rye*. Print.
  - Shakespeare, William. *The Tragedy of Macbeth*. Print.

### Supplemental Full Texts

- Achebe, Chinua. *Things Fall Apart*. Print.
- Bronte, Charlotte. *Jane Eyre*. Print.
- Hansberry, Lorraine. *A Raisin in the Sun*. Print.
- Hardy, Thomas. *Tess of the d'Urbervilles*. Print.
- Huxley, Aldous. *Brave New World*. Print.
- Knowles, John. *A Separate Peace*. Print.
- Moore, Wes. *The Other Wes Moore*. Print.
- Shakespeare, William. *A Midsummer Night's Dream*. Print.
- Wharton, Alice. *Ethan Frome*. Print.
- Williams, Tennessee. *The Glass Menagerie*. Print.
- Williams, Tennessee. *A Streetcar Named Desire*. Print.
- Wright, Richard. *Black Boy*. Print.

### **Time Allotment**

- Approximately 10-12 weeks

## COURSE CREDIT

One credit in English  
One class period daily for a full year

## PREREQUISITES

Successful completion of grade 9 English.

## TEXT RESOURCES

*American Short Stories: 1920 to Present*. Logan, IA: Perfection Learning, 2003. Print.

*An Introduction to Shared Inquiry: A Handbook for Junior Great Books Leaders*. 4th ed.  
Chicago: Great Books Foundation, 1999. Print.

Kittle, Penny. *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*.  
Portsmouth, NH: Heinemann, 2013. Print.

Kittle, Penny. *Write beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth,  
NH: Heinemann, 2008. Print.

Lee, Martin. *Grammar & Writing for Standardized Tests 9-12*. New York: Sadlier-Oxford, 2010.  
Print.

Wilhelm, Jeffrey. *Engaging Readers and Writers with Inquiry*. New York: Scholastic, 2007.  
Print.

Wilhelm, Jeffrey and Michael Smith. *Fresh Takes on Teaching Literary Elements: How to Teach  
What Really Matters About Character, Setting, Point of View, and Theme*. New York:  
Scholastic, 2010. Print.

## ELECTRONIC RESOURCES

*EasyBib*. Web. <http://www.easybib.com/>.

*Goodreads*. Web. <http://www.goodreads.com/>.

*The LibriVox Free Audiobook Collection: Free Audio: Download & Streaming: Internet  
Archive*. Web. <http://librivox.org>.

*The New York Times*. Web. <http://www.nytimes.com/>.

*The Online Writing Lab at Purdue (OWL)*. Web. <https://owl.english.purdue.edu/>.

*Poetry 180: A Poem a Day for American High Schools*. Poetry and Literature Center, Library of  
Congress. Web. <http://www.loc.gov/poetry/180/>.

*Poets.org*. Academy of American Poets. Web. <http://www.poets.org/>.

*Snap Judgment*. Web. <http://snapjudgment.org/>.

*TED: Ideas worth Spreading*. Web. <http://www.ted.com/>.

*Turnitin*. Web. <http://turnitin.com/>.

*VlogBrothers*. Web. <http://www.youtube.com/user/vlogbrothers>.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Shared Inquiry Discussion Rubric
- English Department Writing Rubric
- English 10 Digital Presentation Rubric
- English Department Writing Conventions Matrix

# SCHOOL-WIDE RUBRICS

## Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	<p>Demonstrates exceptional understanding of text by:</p> <ul style="list-style-type: none"> <li>Clearly identifying the purpose of the text</li> <li>Providing initial reaction richly supported by text</li> <li>Providing a perceptive interpretation</li> </ul>	<p>Demonstrates understanding of text by:</p> <ul style="list-style-type: none"> <li>Identifying the fundamental purpose of the text</li> <li>Providing initial reaction supported by text</li> <li>Providing a clear/straightforward interpretation of the text</li> </ul>	<p>Demonstrates general understanding of text by:</p> <ul style="list-style-type: none"> <li>Partially identifying the purpose of the text</li> <li>Providing initial reaction somewhat supported by text</li> <li>Providing a superficial interpretation of the text</li> </ul>	<p>Demonstrates limited or no understanding of text by:</p> <ul style="list-style-type: none"> <li>Not identifying the purpose of the text</li> <li>Providing initial reaction not supported by text</li> <li>Providing an interpretation not supported by the text</li> </ul>
Interpret X_____	<p>Demonstrates exceptional interpretation of text by:</p> <ul style="list-style-type: none"> <li>Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Constructing insightful and perceptive ideas about the text.</li> <li>Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	<p>Demonstrates ability to interpret text by:</p> <ul style="list-style-type: none"> <li>Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Summarizing main ideas of text</li> <li>Actively interpreting text by raising questions and looking for answers in text</li> </ul>	<p>Demonstrates general ability to interpret text by:</p> <ul style="list-style-type: none"> <li>Guided reflection and/or revision of initial understanding</li> <li>Summarizing some of the main ideas of text</li> <li>Guided interpretation of text by locating answers to given questions in text</li> </ul>	<p>Demonstrates limited ability to interpret text as evidenced by:</p> <ul style="list-style-type: none"> <li>Struggle to implement guided reflection and/or revision of initial understanding</li> <li>Struggle to summarize any main ideas of text</li> <li>Struggle to answer questions by locating responses in text</li> </ul>
Connect X_____	<p>Demonstrates perceptive connections</p> <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	<p>Demonstrates specific connections</p> <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	<p>Demonstrates general connections</p> <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	<p>Struggles to make connections</p> <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>
Evaluate X_____	<p>Demonstrates insightful evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> <li>Critical analysis to create a conclusion supported by the text</li> <li>Perceptive judgments about the quality of the text</li> <li>Synthesis of text</li> <li>Expression of a personal opinion</li> </ul>	<p>Demonstrates an evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> <li>Critical analysis to form a conclusion from the text</li> <li>Thoughtful judgments about the quality of the text</li> <li>Evaluation of text to express personal opinion(s)</li> </ul>	<p>Demonstrates a general evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> <li>Formulation of a superficial conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>	<p>Demonstrates a struggle to evaluate the text by one or more of the following:</p> <ul style="list-style-type: none"> <li>Formulation of a conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>

## Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a purpose</li> <li>Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a purpose</li> <li>Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Does not establish a clear purpose</li> <li>Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>Reflects sophisticated organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a clear focus</li> <li>Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a focus</li> <li>Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some organization throughout</li> <li>Demonstrates logical progression of ideas at times</li> <li>Maintains a vague focus</li> <li>May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little/no organization</li> <li>Lacks logical progression of ideas</li> <li>Maintains little/no focus</li> <li>Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>Is accurate, explicit, and vivid</li> <li>Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is accurate and relevant</li> <li>Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>May contain some inaccuracies</li> <li>Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is inaccurate and unclear</li> <li>Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>Demonstrates excellent use of language</li> <li>Demonstrates a highly effective use of standard writing that enhances communication</li> <li>Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent use of language</li> <li>Demonstrates effective use of standard writing conventions</li> <li>Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of language</li> <li>Demonstrates use of standard writing conventions</li> <li>Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited competency in use of language</li> <li>Demonstrates limited use of standard writing conventions</li> <li>Contains errors that make it difficult to determine meaning</li> </ul>



**Rubric 5: Independent Learners And Thinkers**

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> <li>• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates initiative by generating appropriate questions, creating original projects/work.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some initiative by generating questions, creating appropriate projects/work.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no initiative by generating few questions and creating projects/work.</li> </ul>
Independent Research & Development X_____	<ul style="list-style-type: none"> <li>• Student is analytical, insightful, and works independently to reach a solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is analytical, and works productively to reach a solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reaches a solution with direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is unable to reach a solution without consistent assistance.</li> </ul>
Presentation of Finished Product X_____	<ul style="list-style-type: none"> <li>• Presentation shows compelling evidence of an independent learner and thinker.</li> <li>• Solution shows deep understanding of the problem and its components.</li> <li>• Solution shows extensive and appropriate application of 21<sup>st</sup>-century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows clear evidence of an independent learner and thinker.</li> <li>• Solution shows adequate understanding of the problem and its components.</li> <li>• Solution shows adequate application of 21<sup>st</sup>-century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows some evidence of an independent learner and thinker.</li> <li>• Solution shows some understanding of the problem and its components.</li> <li>• Solution shows some application of 21<sup>st</sup>-century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows limited or no evidence of an independent learner and thinker.</li> <li>• Solution shows limited or no understanding of the problem.</li> <li>• Solution shows limited or no application of 21<sup>st</sup>-century skills.</li> </ul>

## SHARED INQUIRY DISCUSSION RUBRIC

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0 – unscorable</b>
<b>Involvement</b>	Engagement is highly attentive and effective, responding clearly and directly to the thoughts of others. Involvement is passionate, well-balanced, and coherent. Critical questions advance the conversation, build on the ideas of peers, and offer challenging statements without being argumentative. Discourse is courteous, respectful, and genuinely interested; engagement is tempered with appreciation for a balanced discussion.	Engagement is attentive and active. Ideas are presented and correlate to the thoughts of others. Discourse is responsive, open-minded, and respectful without monopolizing.	Engagement is attentive and respectful, marked by attempts to be active in the discussion. Contributions are present but may repeat ideas rather than further the discussion. Ideas are “presented,” rather than discussed, or may struggle to build off of the ideas of others. The conversation may need a greater balance of talking and listening to others.	Full engagement in discourse is not evident, doing little to contribute to the conversation or build off of the ideas of the group. The ideas center around initial responses with little evidence of reshaping ideas based on the discourse. Contributions may confound or derail the discussion.	No involvement in the discussion, demonstrated by being disengaged, silent, or responding inappropriately to the ideas of others.
<b>Ideas and Analysis</b>	Original and insightful questions and comments continually reflect sophisticated comprehension and higher-level thinking. Creative and divergent critical thinking is consistently displayed. Ideas are challenged, bringing the class to a higher understanding of the text and the question at hand.	Questions and comments reflect clear comprehension and higher-level thinking. Creative and divergent critical thinking is present. The ideas of others are respectfully challenged during the discussion.	Questions and comments reflect inconsistent higher-level thinking and/or muddled comprehension of the text or the question. Ideas may be one-sided or based mainly on superficial observations. Investment of time is in supporting the obvious or rehashing prior class discussions without deepening thought.	Questions and comments may demonstrate only a very literal or misguided comprehension of the text, missing subtleties or nuances that are important. Ideas presented do not assist the group in exploring critical thought or building ideas collaboratively and may, ultimately, hold it back.	Comments, if any, reflect a flawed or incomplete understanding of the text.
<b>Support</b>	Clear and convincing evidence supports each assertion and effectively builds off of the ideas of others. Text evidence deepens analysis and ties directly to a clear and relevant argument. Comments refer to specific pages and/or lines in the text; quotes are read or paraphrased when appropriate, and followed up with explanation of thinking. Exemplary facility with the text is demonstrated.	Direct quotes and specific examples to support inferential ideas are introduced. Comments refer to specific pages and/or lines in the text; quotes are read and/or paraphrased when appropriate. Examples are given and stay on topic. Some facility with the text is demonstrated.	Examples from the text are used at times. Text evidence may be vague, inconsistent, repetitive, or nonessential to the argument at hand. Facility with the text is limited to only quotes prepared beforehand.	Little to no concrete evidence from the text is introduced. Examples are not specific enough, and/or demonstrate a misreading or very cursory reading of the text.	No concrete evidence from the text is utilized.
<b>Preparation</b>	Participation is exceptionally well-prepared. Copious and insightful notes on the reading have been taken and developed. Original and powerful questions have been developed prior to the discussion. All required materials have been brought to class.	Participation is well-prepared. Insightful notes and thoughtful questions have been developed. All required materials have been brought to class.	Required reading, thinking, and questions have been completed. Some notes and questions have been developed prior to the discussion. Some required materials have been brought to class.	Preparation is lacking. The required reading, thinking, or questions may be incomplete or rudimentary. There may be evidence of some preparation, but all materials have not been brought to class.	No preparation is evident.
<b>Reflection</b>	Reflection is insightful, honest, and comprehensive, making specific reference to the discussion and individual preparation, demonstrating how the discussion impacted individual thinking, and demonstrating authentic thinking and a strong desire for self-improvement in future discussions.	Reflection is intelligent, honest, and complete, making a mix of general and specific references to the discussion and individual preparation, demonstrating some authentic thinking and the desire for self-improvement in future discussions.	Reflection is emerging, making mostly general references to the discussion and individual preparation, which may or may not be accurate, demonstrating an attempt at authentic thinking and the recognition of a need for self-improvement in future discussions.	Reflection is confusing, unfocused, and/or sparse, making few references to the discussion or individual preparation, lacking authentic thinking and apparent desire for self-improvement in future discussions.	Reflection is limited and incomplete, making little to no specific reference to the discussion and individual preparation, and devoid of both authentic thinking and the desire for self-improvement in future discussions.

## ENGLISH DEPARTMENT WRITING RUBRIC

	<b>Claim/Thesis</b>	<b>Evidence</b>	<b>Explanation</b>	<b>Writing Conventions</b>
<b>Exemplary (4)</b>	Claim is clear, specific, and expresses a complex argument. It opens divergent, insightful understanding of the text.	Convincing evidence (not previously discussed in class/not obvious within the text) supports the claim. Quotes are incorporated seamlessly with appropriate introductory context.	Ideas are insightful and the explanation of thinking demonstrates a clear, thorough, and convincing connection between the evidence and the claim. Explanation thoroughly answers the questions “How do you know?” and “So what?”	Writing demonstrates purposeful organization, clear coherence, and smooth progression of ideas. The writer uses appropriate language for his/her audience and purpose. The piece is free of most errors in grammar and mechanics. Quotes are cited according to MLA style.
<b>Proficient (3)</b>	Claim is clear, specific, and states an arguable interpretation of text.	Evidence (quotes or well-selected paraphrase previously discussed in class/more obvious within the text) adequately supports the claim. Quotes are incorporated with appropriate introductory context.	Ideas are explained adequately and connect the evidence to the claim. Explanation adequately answers the questions “How do you know?” and/or “So what?”	Writing demonstrates adequate organization, coherence, and progression of ideas. The writer uses appropriate but inconsistent language for audience and purpose. Grammatical and mechanical errors are present. Inconsistent use of correct MLA citation.
<b>Progressing (2)</b>	Claim attempts to demonstrate an interpretation of the text but may not be arguable and/or may not be focused on or fully address the prompt.	Evidence is present but may not clearly support the claim, may be more focused on repeating the claim rather than supporting it, or may merely reference a plot point. Quotes are not introduced with appropriate context.	Ideas display gaps in thinking or may merely repeat the claim or evidence. Explanation attempts to connect evidence to claim but is inadequate and/or not convincing. Explanation does not answer the questions “How do you know?” and “So what?”	Writing demonstrates limited organization with lapses in coherence and/or progression of ideas. The writer uses informal language for audience and purpose. An accumulation of grammatical and mechanical errors is present. MLA citation is incorrect.
<b>Emerging (1)</b>	Claim is unclear, rooted in inaccuracies, and/or a statement of fact. It does not set up an interpretation for the response.	Evidence is not present or not clearly referenced and/or not relevant to the claim. If used, evidence may simply restate a plot point (summary).	Explanation is not present, may be unrelated to claim and evidence, and/or introduces no new thinking to the response. Explanation may offer discussion about topic(s) that is unrelated to the evidence and claim.	Writing is disorganized and/or unfocused with pervasive errors in grammar and mechanics that interfere with meaning. MLA citation is not used.
<b>(0)</b>	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score

## ENGLISH 10 DIGITAL PRESENTATION RUBRIC

	<b>Images</b>	<b>Content/Insight</b>	<b>Presentation</b>
<b>Exemplary (4)</b>	Images are varied and have been carefully selected/created to express content. Use of images explores their meaning beyond the literal. Image selection demonstrates ability to recognize significance within images.	Content clearly addresses the essential question of the assessment. Audience should be able to sense “thesis” by viewing digital presentation. Comments are precise in their analysis and explain thinking about the content and the images beyond the superficial level. Comments do not repeat each other.	Student has exceeded some requirements outlined on the assessment overview. Student has arranged content thoughtfully so that ideas build upon one another. Comments are well-worded and have been planned and revised to present a polished product to audience. Student is not “chatting,” but, rather, presenting. Written comments have been edited for mechanics and are error-free; vocal comments are free from “distractors.”
<b>Proficient (3)</b>	Images have some variance and have been carefully selected to express content. Use of images explores their meaning beyond the literal.	Content shows awareness of the essential question of the assessment. Student may need more commentary analysis to explain to audience what the content shows. Comments explain thinking beyond the superficial level but may be vague; they may need more explanation or more precision. Ideas may be repetitive from one segment to the next.	Student has solidly met all minimum requirements outlined on the assessment overview. Student has arranged content thoughtfully so that ideas build upon one another. Comments demonstrate planning; more revision might yield a more polished and effective product to audience. Written comments have been edited for mechanics and contain few, if any, errors; vocal comments are nearly free from “distractors.”
<b>Progressing (2)</b>	Several different images are included, but they may not present a varied view of content. Student might be saying the same thing with each image. Analysis of the images begins to explore beyond the surface, but needs to delve much deeper.	Addressing of the essential question of the assessment is unclear: student presents a variety of examples but does not include the “So what?” or “How do you know?” of thinking. Comments may be vague in their analysis or may remain mostly literal.	Student has met minimum requirements outlined on the assessment overview. Content arrangement may be haphazard or confusing. Comments present like a draft; they are informal or unpolished and make it seem as if the student is “chatting” rather than presenting. Written comments contain an accumulation of grammatical errors; vocal comments have an accumulation of “distractors.”
<b>Emerging (1)</b>	Images do not represent the content and/or do not meet assessment requirements.	The essential question of the assessment is not addressed.	The minimum requirements outlined on the assessment overview have not been met.
<b>(0)</b>	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score

## ENGLISH DEPARTMENT WRITING CONVENTIONS MATRIX

Focus Grade	Topic	e.g.	Online Resource
9-11	Conventional expressions	idioms	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/conventional-expression-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/conventional-expression-harder</a>
9	Verb tense, mood & voice	Inappropriate shifts within and between sentences	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/shift-tense-mood-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/shift-tense-mood-harder</a>
9	Pronoun person & number	Inappropriate shifts within and between sentences	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-number-basic">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-number-basic</a>
9	Possessive determiners	Its/it's, your/you're, their/there	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/possessive-determiners-basic">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/possessive-determiners-basic</a>
9	Subject-verb agreement		<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/subject-verb-agreement-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/subject-verb-agreement-harder</a>
9	Possessive nouns and pronouns	Possessive nouns & pronouns; differentiating between possessive and plural forms	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/possessives-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/possessives-harder</a>
9	Items in a series	Commas and semi-colons to separate items in a series	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/items-series-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/items-series-harder</a>
10	Sentence boundaries	Run-ons, fragments	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/sentence-boundries-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/sentence-boundries-harder</a>
10	Parallel structure		<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/parallel-structure-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/parallel-structure-harder</a>

10	Pronoun clarity	Unclear or ambiguous antecedents	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-clarity-basic">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-clarity-basic</a>
10	Pronoun-antecedent agreement	Lack of agreement between pronoun & antecedent	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-antecedent-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-antecedent-harder</a>
10	Frequently confused words	Accept/except, allusion/illusion	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/freq-confused-words-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/freq-confused-words-harder</a>
10	Within-sentence punctuation	Colons, semi-colons, dashes	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/within-sentence-punctuation-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/within-sentence-punctuation-harder</a>
11	Subordination & coordination		<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/subordination-coordination-basic">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/subordination-coordination-basic</a>
11	Modifier placement	Misplaced or dangling modifiers	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/modifier-placement-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/modifier-placement-harder</a>
11	Noun agreement	Noun/noun agreement	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/noun-agreement-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/noun-agreement-harder</a>
11	Logical comparison	e.g., I like tacos more than Marc.	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/logical-comparison-basic">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/logical-comparison-basic</a>
11	End of sentence punctuation	End punctuation consistent with context	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/end-sentence-punctuation-basic">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/end-sentence-punctuation-basic</a>
11	Non-restrictive & parenthetical elements	Commas, parentheses, dashes	<a href="https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/nonrestrictive-parethetical-elements-harder">https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/nonrestrictive-parethetical-elements-harder</a>