

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Wednesday, February 5, 2025, 8:30 a.m.
Trumbull High School Main Office Conference room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Special Meeting 1-8-2025
- IV. New Business
 - a. Curriculum Guide Revision: *African American Literature*
 - b. Curriculum Guide Revision: *Grade 10 English: ACP, Honors*
 - c. Curriculum Guide Revision: *CP & ACP Algebra II*

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Wednesday, January 8, 2025, 8:30 a.m.
Trumbull High School Main Office Conference room

Minutes

I. Call to Order/Introduction-

The meeting was called to order 8:37 a.m.

Members Present

M. Petitti, BOE Curriculum Committee Chair

L.Nuland, BOE Member

S.Iwanicki, Ed.D, administrative designee

Members Absent

J.McNamee, BOE Member

- II. Public Comment- No public comment was received.
- III. Approval/Minutes – Special Meeting 12-10-2024 Mrs. Nuland motioned to approved the minutes of 12-10-2024. Mrs. Petitti seconded.
- IV. New Business
 - a. Curriculum Guide Revision: *Honors Geometry*-- Mrs. Ascone and Mr. Zultowski presented the new changes to the guide. They both noted that the previous guide was high-quality, but dated. The guide was aligned with the Common Core Geometry standards and added coordinate Geometry. Triangular inequalities were also dropped. It is not part of the Common Core for the high school grade level. Technology pieces were also added. Mrs. Nuland motioned to approve the *Honors Geometry* curriculum guide reviews for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.
 - b. New Course & Pilot Curriculum Guide Request-- *Honors Southern Connecticut State University (SCSU) Principles of Marketing*—Department Chair, Christina Rustate, explained that Trumbull High School (THS) currently offers the Housatonic Principles of Marketing and the department has decided to transfer the course to the Southern Connecticut State University (SCSU) Principles of Marketing, also for university credit. We will no longer be teaching the Housatonic course. Southern aligns with the Connecticut University credit system as well. Mrs. Petitti noted that we have other courses within THS that are also offered for Southern credit. Enrollment is \$65 and with that price, students can

take other courses as well. Ms. Rusate shared that the course curriculum guide is essentially the same content that was taught in the previous course offered by Housatonic. She will be bringing a text forward for review by the committee later this year. Mrs. Nuland motioned to approve the new course and pilot curriculum guide for *Honors Southern Connecticut State University (SCSU) Principles of Marketing* for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.

- c. Curriculum Guide Revision: *Drafting & Design*—Along with Department Chair Christina Rusate, educator Mr. Amatore presented the course revision and explained that it was last updated in 1993. At that time, students sketched a lot in paper in pencil. Mr. Bracksieck, who taught the course this year, joined the conversation. The educators noted that while the course still involves 2-dimensional paper and pencil, various technologies, engineering, and 3-D concepts are now interwoven as they build up skills to an *actual product*. Students work towards a balsa wood tower project that they design in CAD and then make. They then test their project and write up a reflection report—for example, what worked, what did not work, the materials used, and the cost. Ms. Rusate noted that the students walk away with problem solving and critical thinking skills. Mr. Bracksieck added that the engineering mindset of trying something and finding out if it works, is incredibly important for the students. Mr. Amatore furthered that observing the different ways that a project can be completed or a problem solved are also important. Mrs. Nuland motioned to approve the updated curriculum guide for *Drafting & Design* for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.
- d. Curriculum Guide Revision: *Wood Technology 2* Ms. Rusate shared that this is a new guide for a course that we have been teaching for a while. Mr. Amatore explained that this version of Wood Technology is similar to Wood Technology 2, but the skills progress from the step stool in Wood Technology 1 to a chair in Wood Technology 2. As students have mastered basic skills, they can now engage in a personal project at a quicker space. Students have more time to explore and pick different projects. Mrs. Nuland motioned to approve the updated curriculum guide for *Wood Technology 2* for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.

V. Review of Curriculum Committee Meeting Dates for 2025

- a. The following dates were agreed upon for the rest of the 2024-2025 school year—
Wednesday, Feb 5th, Thursday, March 27th, and Thursday, May 15th.

The meeting was adjourned at 9:35.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

African American Literature
Grade 12

2025

(Last revision date: 2008)

Curriculum Writing Team

Anne Rizza

Nicholas Banks
Susan C. Iwanicki, Ed.D.

English Department Chair

English Teacher, Trumbull High School
Assistant Superintendent

African American Literature

Grade 12

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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

VISION OF THE GRADUATE



INTRODUCTION & PHILOSOPHY

The African American Literature course is offered to Trumbull High School students who are interested in learning about and immersing themselves in a study of a wide variety of African American authors and artists. Although students are exposed to multicultural experiences in other literature classes, a class focusing solely on African American Literature provides a fuller look at a multitude of African-American writers and students will get an indepth look at thoughts, attitudes and values of the African-American community and how they have transformed over time.

Students will read a rich selection of writings by African-American authors including novels, short fiction, poetry and non-fiction. The writings will span classical and contemporary texts from many literary periods and genres. In addition to examining the wide variety of stories and storytellers that the course offers, the African-American Literature course also examines the evolution and impact of a unique artistic expression and the way it has helped to shape American culture.

The course fosters independent thinking and learning. Students will analyze, make inferences, and generate questions about the texts that go beyond the literal elements of the stories and move into a greater level of understanding. In order for students to come to see the way African-American roles have evolved, the course will bridge classic and contemporary literature and allow them to reference and reflect on the stories shared in class. After taking this course, students will be motivated to explore the works of classic and new literary voices and become life-long readers, seeking out types of writing that entertain and also speak to relevant issues that concern the modern world.

COURSE GOALS

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

CCS.ELA-LITERACY.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-LITERACY.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCS.ELA-LITERACY.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCS.ELA-LITERACY.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.
CCS.ELA-LITERACY.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCS.ELA-LITERACY.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCS.ELA-LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the

grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.10

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.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve

problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.L.11-12.6

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 Students recognize the rights, responsibilities, and opportunities of living, Citizen learning, and working in an interconnected digital world, and they act and (Standard 2) model in ways that are safe, legal, and ethical.

ISTE Knowledge Students critically curate a variety of resources using digital tools to
Constructor construct knowledge, produce creative artifacts, and make meaningful
(Standard 3) learning experiences for themselves and others.

ISTE Creative Students communicate clearly and express themselves creatively for a
Communicator variety of purposes using the platforms, tools, styles, formats, and digital
(Standard 6) media appropriate to their goals.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- African-American Literature reflects on a diverse set of beliefs and ideas concerning race, society, and the individual
- A single text may elicit a variety of responses
- Cultural and societal experiences shape a story and storyteller
- African-American Literature has had a significant influence on the rich tapestry of American Literature

COURSE ESSENTIAL QUESTIONS

- To what extent do authors speak for a culture; a generation; a period in history; the African American race in general; and/or any combination of these?
- How do African-American writers reveal truths about our society, culture, and politics through their fictional worlds, stories, and characters?
- How do the themes found in African-American Literature change to reflect the times in which the stories are written?
- What common threads of African-American Literature connect to all cultures and people?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- How African-American writers reveal truths about our society, culture, and politics through their fictional worlds, stories, and characters.
- How time, place, geography, government, religion, and society shape a story.
- How stylistic choices in writing can enhance storytelling techniques and differentiate story tellers from each other.
- How authors are influenced by writers from the past to tell their stories.
- How genre writing can also reflect on African-American culture and experiences.

Students will be able to . . .

- Participate meaningfully in full group and small group discussions.
- Read with a critical lens.
- Analyze texts for purpose, meaning, and audience.
- Analyze stories through the lenses of story, culture, and human nature.
- Work effectively in small groups.
- Write analytical essays of 4-5 pages in length in response to selected stories.
- Write on-demand essays (in-class) in response to selected stories.

COURSE SYLLABUS

Course Name

African-American Literature

Level

Advanced College Prep

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

The African American Literature course is offered to Trumbull High School students who are interested in learning about and immersing themselves in a study of a wide variety of African American authors and artists. Although students are exposed to multicultural experiences in other literature classes, a class focusing solely on African American Literature provides a fuller look at a multitude of African-American writers and students will get an indepth look at thoughts, attitudes, and values of the African-American community and how they have transformed over time.

Students will read a rich selection of writings by African-American authors including novels, short fiction, poetry and non-fiction. The writings will span classical and contemporary texts from many literary periods and genres. In addition to examining the wide variety of stories and storytellers that the course offers, the African-American Literature course also examines the evolution and impact of a unique artistic expression and the way it has helped to shape American culture.

The course fosters independent thinking and learning. Students will analyze, make inferences and generate questions about the texts that go beyond the literal elements of the stories and move into a greater level of understanding. In order for students to come to see the way African-American roles have evolved, the course will bridge classic and contemporary literature and allow them to reference and reflect on the stories shared in class. After taking this course, students will be motivated to explore the works of classic and new literary voices and become life-long readers, seeking out types of writing that entertain and also speak to relevant issues that concern the modern world.

Assured Assessments

Formative Assessments:

- Written Responses/Journal Writing
- Reading Understanding Check-ins
- Class Participation

Summative Assessments:

- Analytical Essays

- Narrative Writing
- Final Examination

Course Texts

- Ayala, Vita, ChrisCross, and Nikolas Draper Ivey. *Static: Season One*. Print
- Butler, Octavia. *The Parable of the Sower*. Print
- Coogler, Ryan. *Black Panther*. Film.
- Douglass, Fredrick. *Narrative of the Life of Frederick Douglass, an American Slave and Essays*. Print.
- Ellison, Ralph. *Invisible Man*. Print.
- Gilyard, Keith and Anissa Ward. *African American Literature*. Print.
- Haley, Alex. *The Autobiography of Malcolm X*. Print.
- Hurston, Zora Neale. *Their Eyes Were Watching God*. Print
- Johnson, Charles. *Middle Passage*. Print
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Print
- Larsen, Nella and Deborah McDowell. *Quicksand*; and, *Passing*. Print
- LaValle, Victor. *The Ballad of Black Tom*. Print
- Lee, Spike. *Malcolm X*. Film
- Lee, Spike. *BlacKkKlansman*. Film
- Morrison, Toni. *Song of Solomon*. Print
- Mosley, Walter. *Devil in a Blue Dress*. Print
- Naylor, Gloria. *Mama Day*. Print
- Peele, Jordan. *Nope*. Film
- Richards, Lloyd. *The Piano Lesson* (1995). Film
- Washington, Malcolm. *The Piano Lesson* (2024). Film.
- Wilson, August. *The Piano Lesson*. Print
- Wright, Richard. *Native Son*. Print

Unit 1

The Emerging African American Literary Tradition

Unit Goals

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-LITERACY.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCS.ELA- LITERACY.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCS.ELA- LITERACY.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.
CCS.ELA- LITERACY.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCS.ELA- LITERACY.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCS.ELA-	

LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.10	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.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,

orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.L.11-12.6

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.

Unit Essential Questions

- How does the work of Pre and Post-Civil War writers establish the foundation for future generations of African-American writers?
- How do readers make text to self, text to text, and text to world connections when studying early African-American texts?
- How does the influence of Harlem renaissance writers show an enduring impact on the artists that follow them?

Unit Scope and Sequence

- Survey/discussion of Pre-Civil War literature such as [“The Interesting Narrative of Oladah Equiano,”](#) [“On Being Brought Africa to America,”](#) (Phillis Wheatley) “Stagolee,” “The Sinking of the Titanic,” “John Henry,” and/or other anonymous selections from anthology from this time period.
- Written reader responses and discussion of stories/poems from textbook/anthology.
- Examination of how the earliest African-American literature from the folk tradition and Pre-Civil War enslavement established the foundation for future generations of writers/artists.
- Comparison of earlier stories, poems, and folk tales to the writing style and techniques of Harriet Jacobs’ [Incidents in the Life of a Slave Girl](#) and/or Frederick Douglass’ [Narrative of the Life of Frederick Douglass, an American Slave and Essays](#)
- Read Zora Neale Hurston’s *Their Eyes Were Watching God* and/or Nella Larsen’s *Passing* and compose a synthesis essay which compares Hurston or Larsen’s styles and themes to an earlier work of African-American literature that students previously engaged with in class.

Unit Assured Assessments

Formative Assessments:

- Informal written response scored with rubric
- Small group and full group discussions

Summative Assessments:

- Four to Five page (1000-1250 word) synthesis essay which compares Zora Neale Hurston and/or Nella Larsen’s styles and/or themes to an earlier work of African-American literature that students previously engaged with in class. The essay will contain equal parts from both the selected novel and story/poem/narrative, containing direct evidence from each text. Students will examine word choice, figurative and connotative meanings, and subtext in their essays and analyze the connections they find.

Resources

Core

- Douglass, Fredrick. *Narrative of the Life of Frederick Douglass, an American Slave and Essays*. Print.
- Gilyard, Keith and Anissa Ward. *African American Literature*. Print.
- Hurston, Zora Neale. *Their Eyes Were Watching God*. Print
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Print
- Larsen, Nella and Deborah McDowell. *Quicksand*; and, *Passing*. Print

Supplemental

- Selected [poems](#), short stories, narratives, songs, and [folk tales](#) from the Pre-Civil War period.
- Selected [poems](#), short stories, narratives, songs, and folk tales from the Post-Civil War period.
- Selected poems, short stories, narratives, songs, and folk tales from the Harlem Renaissance (all supplemental materials can be found in the African-American Literature anthology)
- Hall, Rebecca. *Passing*. Film

Time Allotment

- Approximately 5-7 Weeks

Unit 2

Contemporary Examination of African-American Authors

Unit Goals:

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCS.ELA-
LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-
LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-
LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-
LITERACY.RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-
LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Unit Essential Questions

- How is African American literature affected by changes in society?
- How do African American authors comment on the times they live in while telling engaging, unique stories?
- How do writers/artists establish their voice and a recognizable style?
- How do the main characters in the texts and people in general make decisions based on both their moral and ethical beliefs and what happens when they stray from those beliefs?

Unit Scope and Sequence

- Read two to three novels/plays that focus on notable African-American writers and analyze how the writers tell their stories, create memorable characters, use distinct

voices, and comment on the past and the future regarding civil and human rights, family and community, and moral and ethical decisions. Selections include: Ralph Ellison's *The Invisible Man*, Richard Wright's *Native Son*, Alex Haley's *The Autobiography of Malcolm X*, Toni Morrison's *The Song of Solomon*, August Wilson's *The Piano Lesson*, Charles Johnson's *Middle Passage*, and Gloria Naylor's *Mama Day*.

- Supplement discussions and responses to novels with multiple selections from African-American Literature anthology from sections titled "Urban Landscapes," "A Strand of Social Protest," "Discourses of Black Nationalism," and "Statements of Feminism." Select from a wide variety of writers such as Terry McMillan, Wanda Coleman, W.E.B. Dubois, Marcus Garvey, Gwendolyn Brooks, June Jordan, Bell Hooks, and Alice Walker to ensure a cross-section of ideas, styles, points of view, and opinions.
- Written reader responses and discussion of stories/poems from textbook/anthology.
- In-class analytical essay comparing and contrasting how two of the writers tell their stories, create memorable characters, use distinct voices, and comment on the past and the future regarding civil and human rights, family and community, and moral and ethical decisions through analysis of narrative technique and literary devices.

Unit Assured Assessments

Formative Assessments:

- Informal written response scored with rubric
- Small group and full group discussions

Summative Assessments:

- Three to four page in-class analytical essay comparing and contrasting how two of the writers tell their stories, create memorable characters, use distinct voices, and comment on the past and the future regarding civil and human rights, family and community, and moral and ethical decisions through analysis of narrative technique and literary devices.

Resources

Core

- Ellison, Ralph. *Invisible Man*. Print.
- Gilyard, Keith and Anissa Ward. *African American Literature*. Print.
- Haley, Alex. *The Autobiography of Malcolm X*. Print.
- Johnson, Charles. *Middle Passage*. Print.
- Morrison, Toni. *Song of Solomon*. Print
- Naylor, Gloria. *Mama Day*. Print
- Wilson, August. *The Piano Lesson*. Print.
- Wright, Richard. *Native Son*. Print

Supplemental

- Selected poems, short stories, narratives, songs, and folk tales (found in the African-American Literature anthology)

- Lee, Spike. *BlacKkKlansman*. Film
- Lee, Spike. *Malcolm X*. Film.
- Richards, Lloyd. *The Piano Lesson* (1995). Film
- Washington, Malcolm. *The Piano Lesson* (2024). Film.

Time Allotment

- Approximately 6-8 Weeks

Unit 3 Contemporary Examination of African-American Genre Writing

Unit Goals:

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-
LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCS.ELA-
LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-
LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-
LITERACY.RL.11-12.5

Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-
LITERACY.RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-
LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Unit Essential Questions

- How do writers/artists establish their voice and a recognizable style?
- How do African American authors comment on the times they live in while telling engaging, unique stories within the confines of genre writing?
- How do the main characters in the texts embody the traits that are expected in their genre and also represent contemporary African-American viewpoints/sensibilities?

Unit Scope and Sequence

- Read/view two to three works that represent a variety of genres (horror, detective story, science fiction, magical realism) by African-American writers/filmmakers and analyze how the creators tell their stories, within the confines of the selected genre and yet also imbue the characters and story elements with aspects of African-American culture. Selections include: Vita Ayala, ChrisCross, and Nikolas Draper Ivey’s *Static: Season One*, Victor LaValle’s *The Ballad of Black Tom*, Walter Mosley’s *Devil in a Blue Dress*, Gloria Naylor’s *Mama Day*, and Jordan Peele’s *Nope*.
- Discuss and research genre conventions for each novel/work.
- Out-of-class analytical essay that asks students to choose one of the works in the unit as the best representation of both the genre and African-American culture/sensibilities.

Unit Assured Assessments

Formative Assessments:

- Informal, on-demand written responses scored with rubric
- Small group and full group discussions

Summative Assessments:

- Four to five page out-of-class analytical essay that asks students to choose one of the works in the unit as the best representation of both the selected genre and African-American culture/sensibilities. The essay will contain direct evidence from the text and examine word choice, figurative and connotative meanings, and subtext in their essays to substantiate their analysis about the genre conventions and connections to modern African-American culture and sensibilities.

Resources

Core

- Ayala, Vita, ChrisCross, and Nikolas Draper Ivey. *Static: Season One*. Print
- Butler, Octavia. *The Parable of the Sower*. Print
- Coogler, Ryan. *Black Panther*. Film.
- Gilyard, Keith and Anissa Ward. *African American Literature*. Print.
- LaValle, Victor. *The Ballad of Black Tom*. Print.
- Mosley, Walter. *Devil in a Blue Dress*. Print
- Naylor, Gloria. *Mama Day*. Print
- Peele, Jordan. *Nope*. Film

Supplemental

- Selected poems, short stories, narratives, songs, and folk tales (found in the African-American Literature anthology)

Time Allotment

- Approximately 6-8 Weeks

ACADEMIC LANGUAGE

The following is a list of Academic Language terms that will be used to discuss the novels, plays, and films in the course.

- alliteration
- allusion
- antagonist
- archetype
- characterization
- conflict (external and internal)
- dialogue
- diction
- foreshadowing
- flashback
- genre
- imagery
- irony (dramatic, situational, verbal)
- juxtaposition
- metaphor
- mood
- motif
- narrator
- personification
- plot
- point of view
- protagonist
- setting
- simile
- symbolism
- tense
- theme
- tone

CREDIT

One-half credit in English

PREREQUISITES

Successful completion of grades 9, 10, and 11 English

CURRENT REFERENCES

- Gilyard, Keith and Anissa Ward. *African American Literature*.
- R. Means Coleman, Robin. *Horror Noire: Blacks in American Horror Films From the 1890s to Present*. Routledge
- Womack, L. Ytasha. *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Lawrence Hill Books

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
- Vision of the Graduate Rubric
- African-American Literature Informal, On-Demand Writing Assignment Rubric
- Major Essay Rubric

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Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text - Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: - Partially identifying the purpose of the text - Providing initial reaction somewhat supported by text - Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: - Not identifying the purpose of the text - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : - Extensively reshaping, reflecting, revising, and/or deepening initial understanding - Constructing insightful and perceptive ideas about the text. - Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : - Reshaping, reflecting, revising, and/or deepening initial understanding - Summarizing main ideas of text - Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - Struggle to implement guided reflection and/or revision of initial understanding - Struggle to summarize any main ideas of text - Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections - text to text - text to self - text to world	Demonstrates specific connections - text to text - text to self - text to world	Demonstrates general connections - text to text - text to self - text to world	Struggles to make connections - text to text - text to self - text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	- Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	- Establishes a purpose - Demonstrates an awareness of audience and task	- Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

Skill Rubric: Critical Thinking/Problem Solving 9-12 (rev. 2024)

(Note: VOG Rubrics may revised as the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___ / 12

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 **GOAL**

Exceeds: 10 - 12

___ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___ / 12

African-American Literature Informal, On-Demand Writing Assignment Rubric

20-18:

- Strong thesis or main idea which is expertly threaded throughout the document
- Fully developed ideas with exceptional support
- Many solid, insightful examples from the event or source
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 3-4 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question fully, directions followed

17-16:

- Solid thesis or main idea which is threaded throughout the document
- Developed ideas with adequate support
- Some strong examples from the event or source
- Structure is effective and word choice is appropriate
- Between 2-3 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question, directions followed

15-13:

- Unclear thesis or main idea which is not consistent throughout the document
- Partially developed ideas with some support
- Few examples from the event or source, unrelated examples
- Unstructured and confusing, simple word choice, lacks voice
- Between 1-2 full pages in length, with inconsistent formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions not fully answered or considered

12-8:

- Unusual or Unknown thesis or main idea which is not present throughout the document
- Undeveloped ideas with little support
- One example or less from the event or source, unrelated examples
- Lack of coherency, difficult to follow
- Between 1-½ full pages in length, with improper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions ignored or not answered

Major Essay Rubric

A Range:

- Your essay contains a solid, original, arguable thesis.
- Your focus on summarizing the text(s) is minimal. All body paragraphs focus on assessing the text(s) based on all of the criteria of the assignment.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them completely. You select compelling quotes from all sources.
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between four and six full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

B Range:

- Your essay contains a solid, original, arguable thesis.
- You focus a little too much on summarizing the text(s). Many of your body paragraphs focus on assessing the text(s) based on all of the criteria of the assignment.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them sufficiently. You select good quotes from all sources.
- Structure is effective and word choice is appropriate.
- Between four to six pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

C Range:

- Essay contains an unclear thesis or restates the prompt.
- Your essay focuses heavily on retelling the events that occur in the text(s). The majority of your body paragraphs focus on plot. Your body paragraphs do not always assess the text(s) based on all of the criteria of the assignment or prove why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to retell the facts and your statements about them retell the details instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) may be questionable.
- Structure may not meet the needs of the prompt due to content and/or grammatical issues, including word choice or voice.
- Between four to six pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

D Range:

- Essay contains a flawed thesis or restates the prompt.

- Your essay almost entirely retells the events that occur in the text(s). Your body paragraphs do not assess the text(s) based on all of the criteria of the assignment.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) is questionable.
- Un-structured and/or confusing, simple word choice, lacks voice.
- Between three and six pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

F Range:

- Essay contains a confusing thesis or no thesis.
- Your essay almost entirely retells the events from the text(s).. You do not use the criteria of the assignment to assess the text(s). Prompt questions are ignored or not answered.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Most ideas may lack quotes for support. Placement and/or length of quote is questionable..
- Lack of coherency, difficult to follow
- Between two to six pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

Essays must be four to six pages in length, double-spaced, in Times New Roman 12 point type, cited in MLA format. If you have questions or would like your teacher to look at a draft, please let me know and we can meet to discuss it.

OTHER RESOURCES

- *The Piano Lesson* Essay Assignment
- *The Ballad of Black Tom* Essay Assignment
- *Middle Passage* Essay Assignment
- *Passing* Essay Assignment

The Piano Lesson Essay

Choose one of the topics below to compose a full 4-5 page essay on. Use Times New Roman, 12 point font. Your essay should be double-spaced as well. Be sure to have quotes in each of your body paragraphs (5-6 quotes total) with a page number citation from the same edition of the novel that we used in class. Remember that your evidence should back up your thesis statement. It should be specific to your thesis and be sure to explain how this evidence supports your thesis. Avoid use of the first person in the essay (no “I” statements).

1. After reading the play and watching the film adaptation, which character do you side with in the debate over selling the piano? Do you agree with Boy Willie or Bernice? Use evidence from the play to support your point of view and reasoning.
2. There are many aspects of African-American culture found in the play such as the music, history, and folklore of the South. Which one aspect plays the largest part in supporting the themes and motifs in *The Piano Lesson*? How/why does it have this impact?
3. Compare and contrast Troy Maxson from *Fences* and Boy Willie from *The Piano Lesson*. Focus on 2-3 main differences or similarities between them.
4. The supernatural plays a major role in the play with the appearance of Sutter’s Ghost and the Ghosts of the Yellow Dog story. If a director were to remove the paranormal elements from *The Piano Lesson*, would it help or hurt the play?

The Ballad of Black Tom Essay

Respond to one of the following questions in a four to five page critical analysis essay. Use plentiful quotes throughout (4-6 quotes) and be sure to explain your evidence. Please use 12 point font and standard margins, double spacing, and MLA Format. Choose one of the following prompts:

1. How does Victor Lavalle use *The Ballad of Black Tom* to tell a horror story in the vein of H.P. Lovecraft and also comment on events that impact modern Americans? Be sure to comment equally on both aspects.
2. By the end of the novel, do you view Black Tom as a villain? Why or why not?
3. Read H.P. Lovecraft's short story "The Horror at Red Hook" and analyze what elements Lavalle uses in *The Ballad of Black Tom* and also how his story differs.
4. Near the end of the novel, Black Tom's last words to Malone, Howard, and Suydam are "I'll take Cthulhu over you devils any day" (143). How does this quote relate to Tommy's experiences in the novel with them and why would an ancient, evil cosmic god be better?

You can access an electronic version of Lovecraft's "The Horror at Red Hook" right here:

<https://www.gutenberg.org/cache/epub/72966/pg72966-images.html>

Middle Passage Essay

Respond to one of the following questions in a four to six page critical analysis essay (1000-1250 words). Use plentiful quotes throughout (4-6 quotes) and be sure to explain your evidence (and use page numbers from our edition). Please use 12 point font and standard margins, spacing, and MLA Format. Choose one of the following prompts:

1. What elements (no more than three) of the Hero Cycle show the most about Rutherford Calhoun as a reluctant hero? Reference the Hero Cycle and specific examples of Rutherford's choices and actions.
2. Consider the ways that characters in the novel are enslaved-to marriage, to money, to ignorance, to habit, to traditions, to debt, etc.? Is anyone in the novel "free"? If so, who and why?
3. How does "the principle of Never Explain and Never Apologize" (found on page 143) define people like Captain Falcon and his actions?
4. Which character, besides Rutherford or Captain Falcon, does the most to highlight and support Johnson's themes in *Middle Passage*?
5. How does Rutherford embody the traits of the trickster hero in *Middle Passage*? This question requires a little research into mythology or the section in the anthology.

Passing Essay

Choose one of the topics below to compose a full 4-5 page essay on. Use Times New Roman, 12 point font. Your essay should be double-spaced as well. Be sure to have quotes in each of your body paragraphs (5-6 quotes total) with a page number citation from the same edition of the novel that we used in class (-10 penalty if you have no page numbers). Remember that your evidence should back up your thesis statement. It should be specific to your thesis and be sure to explain how this evidence supports your thesis. Avoid use of the first person in the essay (no “I” statements).

1. Is *Passing* Irene’s story or Clare’s?
2. Irene and her husband Brian argue over explaining racism to their sons (pages 102-104).
How does their disagreement/philosophy inform the themes and motifs in the novel?
3. Compare and contrast the novel and the 2021 film adaptation. Choose one major similarity and one difference or two similarities or two differences to focus on in your analysis.
4. Do you feel that the subtle nature of the novel works for a modern audience?
5. Is Clare’s choice “to pass” more about shame over her racial background or about social climbing and class?

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

English 10

ACP, Honors

2025

(Last revision date: 2017)

Curriculum Writing Team

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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

As sophomores, students at Trumbull High School are no longer new to our community; they are now firmly rooted in their high school studies and ready to continue growing the skills and dispositions inculcated by Trumbull Public Schools. Grade 9 represents a significant step forward in student independence, and we will build on that in grade 10 through the continuation of rigorous reading, writing, and thinking. As grade 10 teachers, our goal is to continue deepening and honing the communication and thinking capabilities students have developed up to this point, while also nurturing their maturing dispositions and mindsets.

Throughout the four units of the grade 9 English curriculum, students study and discuss what it means to be a part of humanity. In grade 10, the focus will narrow, as students consider what it means to be a unique individual *within* a greater humanity. Through the reading and analysis of texts across a wide variety of genres and time periods, students will explore the ways in which a person discovers and develops their own identity, with a particular focus on the adolescent years. We embrace the notion that “Literature is an imaginative rehearsal for life,” thereby providing young adults with the opportunity to “try on” emotional situations in the low-risk arena of the classroom in order to fuel and support their identity development. Having deeply considered their sense of the individual in grade 10, students will then be prepared to consider an individual’s place in society as a whole; the focus of grade 10 English will thus prepare students for extensive study of the American experience in grade 11 in American Perspectives, AP Language and Composition, or AP Literature and Composition.

The art and science of storytelling is a key focus of the grade 10 curriculum. In their exploration of the development of individual identity, students and teachers will examine the role that storytelling plays in our development of self and in how we process our movement through the world. In our era of developing technologies and automation, storytelling is now widely regarded as one of humankind’s key “superpowers.” Students and teachers will explore the durability and power of storytelling and consider its role in their development as individuals, thinkers, and communicators.

In grade 10, students will continue to increase their reading stamina and authentic engagement in independent reading, literature circles, and whole-class inquiry contexts. In order to demonstrate their burgeoning abilities as analytical writers and thinkers, students will engage in a variety of opportunities including on-demand writing, process-based pieces, shared inquiry discussions,

and multimedia presentations. All of this will aid them as communicators, storytellers, and thinkers as they continue to build the skills necessary for grade 11 and beyond.

Students will read widely, gaining exposure to a variety of genres, voices, purposes, and experiences. The two assured reading experiences for all students in this course are *The Other Wes Moore* by Wes Moore and *The Tragedy of Macbeth* by William Shakespeare. Other core and supplemental text options are listed below, with the requirement that all students read at least one fictional novel as a whole-class text during the year. All grade 10 English classrooms in Trumbull High School will promote a culture of life-long reading through the engagement in independent reading. In addition to teacher-selected, whole-class texts, students will have the opportunity to select, read, and evaluate books of their own choosing, thereby instilling a maturing appreciation for the role of reading and storytelling in their lives. Students will engage in formative response opportunities, both written and discussion-based, connected to independent reading, allowing them the space to synthesize between course content and their independent reading books.

The grade 10 classroom should be an environment that supports curiosity as well as creative and intellectual risk-taking. Students should be encouraged to value multiple perspectives and the use of evidence to support ideas. They should be able to gain experience in learning from failures and dead-ends in a low-risk environment in order to promote resilience and critical problem-solving skills. Students should be able to develop skills that allow them to independently discern the needs of tasks and assessments and apply those in both open-ended and standardized academic situations.

This curriculum spans all levels. Teachers will offer scaffolding, differentiation, and extension as needed.

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

COURSE GOALS

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

CCSS.ELA-LITERACY.RL.9-10.3

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 Breughel's Landscape with the Fall of Icarus).

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 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

READING GOALS FOR INFORMATIONAL TEXTS

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 a text, including figurative, connotative, and technical meanings.

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 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

WRITING GOALS

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.

- a. 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.
- b. 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. 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.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

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

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

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

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

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

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.9-10.2.F

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.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

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

CCSS.ELA-LITERACY.W.9-10.3.E

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

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 (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

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 support analysis, reflection, and research.

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.

SPEAKING AND LISTENING GOALS

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.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.C

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

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (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.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

CONVENTIONAL OF STANDARD ENGLISH GOALS:

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.9-10.1.A

Use parallel structure.*

CCSS.ELA-LITERACY.L.9-10.1.B

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

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.9-10.2.A

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

CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

CCSS.ELA-LITERACY.L.9-10.3.A

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

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.9-10.4.A

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.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-LITERACY.L.9-10.4.C

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.9-10.4.D

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.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.9-10.6

Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- reading, writing, speaking, viewing, and listening facilitate one's perspective on human behavior and individual identity.
- storytelling is a uniquely human skill with the power to teach, persuade, and inspire.
- authors and storytellers 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 and support a comprehensive analysis, a reader must examine texts through a variety of lenses and perspectives.
- literature provides "a rehearsal for life," presenting both a "mirror" and "window" for the reader
- human 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.
- research and inquiry, fueled by individual curiosity and which extend learning beyond direct instruction, are necessary in developing independent thought and analysis skills
- risk-taking and creative problem-solving are ubiquitous to the the language arts classroom
- members of an advanced learning community need to be active contributors and assume responsibility of propelling thinking and discussion.

COURSE ESSENTIAL QUESTIONS

- What does it mean to be an individual within a larger society?
 - What makes each of us unique?
 - How are we shaped by the people and circumstances around us?
 - How can we maintain our individualism while still contributing to society?
- How do writers capture individual experiences through storytelling?
 - In what ways can the stories of fictional characters inform us about the real human experience?
 - What strategies do memoir writers use in telling their own personal stories?
- How does literature help to inform our understanding of ourselves?
 - How can we learn from others' individual experiences?
 - How does literature prepare us for situations we may encounter in our own lives?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

key academic vocabulary related to analyzing literature and informational texts

allusion	imagery	quest tale
archetype	imply vs. infer	setting
bildungsroman	inciting incident	simile
characterization	intrusion	soliloquy
coming of age story	irony	stasis
conflict	juxtaposition	style
connotation	metaphor	subtext
diction	motif	symbol
dynamic	narrative perspective	syntax
empathy	narrator	theme
environment	origin story	tone
equivocation	paradox	trope
evolution of character	personification	voice
foreshadowing	protagonist	
foil	plot	

key academic vocabulary related to writing and the writing process:

audience	genre	process writing
brainstorm	introduction	publish
claim	memoir	purpose
conclusion	mode	revise
conference	narrative	structure
draft	on-demand writing	thesis
edit	paragraph	tone
evidence	point of view	voice

Students will be able to . . .

- read a text closely to deepen understanding, interpretation, and analysis.
- utilize storytelling for a variety of purposes.
- formulate an argument and select evidence to support a claim in writing and speaking.
- utilize the steps of the writing process (e.g., drafting, revising, editing, publishing).
- effectively organize ideas when writing and speaking.
- revise writing, presentation materials, oral remarks, etc. for a specific audience and purpose.
- anticipate, plan, and execute a process for producing communication with increasing independence.
- engage 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

ACP, Honors

Prerequisites

Successful completion of grade 9 English

General Description of the Course

Grade 10 English is a full-year course in English Language Arts. It is a continuation of the journey begun in grade 9, both in regard to focus and the development of skills and dispositions; however, while grade 9 looks through a macro lens and asks what it means to be part of humanity at large, grade 10 focuses in, asking what it means to be an individual. The course is intentionally situated between courses that allow students to consider their place in larger contexts, giving them perspective on themselves and the role of the individual so that they may become grounded, contributing, literate members of their community. Grade 10 English frames storytelling as a uniquely human skill that helps individuals to connect, understand, and persuade. The course balances required assured reading with a rigorous independent reading program that promotes life-long literacy. Students in grade 10 English will continue to engage in writing in two modes: learning to write and writing to learn. While “learning to write,” students will deepen the skills they’ve acquired and will seek to become ever more effective, nuanced, and sophisticated in their written communication. While “writing to learn,” students will use informal writing to explore their own, and others’, thinking and be creative in their modes of communication. Grade 10 English requires the active investment of *all* students. Student engagement should not be merely transactional, completing tasks for grades. Rather, students must commit to their classmates and instructor as thought partners and community members who are all seeking betterment through understanding and literacy.

Assured Assessments

Formative Assessments:

- journaling
- annotating
- close critical reading of text (quotation analysis)
- mentor text study (reading/viewing texts as exemplars of skills being learned/practiced)
- tracking exercises (motif, character development, etc)
- reader response (written, oral, visual, etc)
- small group discussions (utilizing Shared Inquiry, Accountable Talk, They Say/I Say strategies)

Summative Assessments:

- personal memoir piece (has gone through a drafting process)
- analytical piece assessing character’s overcoming of an obstacle

- reader response to character's decision making
- synthesis piece comparing and contrasting a course text with another text or personal experience

Core Texts

The Other Wes Moore by Wes Moore

The Tragedy of Macbeth by William Shakespeare

Supplemental Texts

Whole Class Texts

The Catcher in the Rye by JD Salinger

Local Girls by Alice Hoffman

Shoeless Joe by W.P. Kinsella

Jane Eyre by Charlotte Bronte

The Perks of Being a Wallflower by Stephen Chbosky

A Separate Peace by John Knowles

The Bean Trees by Barbara Kingsolver

Black Boy by Richard Wright

Lord of the Flies by William Golding

A Separate Peace by John Knowles

Things Fall Apart by Chinua Achebe

Tess of the d'Urbervilles by Thomas Hardy

Junk Boy by Tony Abbott

The Poet X by Elizabeth Acevedo

Emergency Contact by Mary H.K. Choi

Song of Achilles by Madeline Miller

Long Way Down by Jason Reynolds

Patron Saints of Nothing by Randy Ribay

I Am Not Your Perfect Mexican Daughter by Erika Sanchez

On the Come Up by Angie Thomas

UNIT 1

How Does One Form an Identity?

Unit Goals

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

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.9-10.6

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.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

READING GOALS FOR INFORMATIONAL TEXTS

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.

WRITING GOALS

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.

- a. 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.
- b. 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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.9-10.4

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

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Unit Description

Unit 1 asks students to explore and consider how humans develop into emotionally-intelligent, capable, actualized adult individuals. The journey from childhood to adulthood is a particular focus of this unit as students consider what it means to be a child and adolescent who is shaped by a family and environment, and then eventually take their place as an adult in a larger connected, interdependent world. Students will employ the skills of close-reading, questioning, inferring, recognizing patterns, and reflecting to explore this question through literature in order to also employ these same skills in reading their world. Students will continue to learn and practice the skills of a sophisticated and curious young adult reader, writer, and thinker as they read, analyze, apply to the real world, and return to the text in a continuous loop. The summative assured assessment, a memoir-inspired personal narrative piece, invites students to experiment with literary techniques they have observed, analyzed, and evaluated in mentor texts while also reflecting on their lives, their world, and their place in it as evolving young adults.

Teachers of grade 10 could choose to begin the year with Unit 1 as an overview or perhaps conclude the year with it as a means to culminate the thinking of the three other units.

Unit Essential question:

What does it mean to develop an identity? What role does storytelling play in this journey?

Additional discussion questions may include:

- Is identity ever complete or is it ever-evolving?
- Why do humans turn to storytelling to both analyze and explain experiences & emotions?
- How do symbols & metaphors help us to grapple with the big questions in life?
- Why are personal narratives (origin stories, bildungsroman, anecdotes etc.) so important to our health, development, and self-actualization?
- How do authors' intentional choices impact meaning?
- What is the role of the author, narrator, and audience in any story? What is the dynamic between these?

Unit scope and sequence:

This unit asks students to continue the thinking they did about humanity and human-ness in grade 9 and then zoom in on a person's individual role within humanity. The journey from childhood through adolescence and into adulthood is a particular focus because it is relevant to

and developmentally appropriate for grade 10 students to consider and is a natural progression from the grade 9 essential understandings. During this unit students will engage in:

- close critical study of how individual characters evolve over the course of the text viewed through a literary lens (what does the author do to bring the identity journey to life?) as well as through a psychosocial lens (what influences prompt identity formation in characters/people?)
- self-reflection and examination of own identity and contemplation/analysis/narration of the formation of that identity.
- exploration and application of social sciences (e.g., history, sociology, psychology, economics, etc.) to supplement unit resources and activities in regard to identity development
- analysis and evaluation of 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:

Summative Assessment:

Students will draft and compose a memoir piece that focuses on the development of identity and works to employ the skills observed, analyzed, and practiced during the unit. The final memoir piece could be a written narrative or could be a media text (video, photo essay) or an artistic expression (graphic novel, visual art or performance art) or other piece that has gone through a process.

Formative assessments may include:

Students will conduct close reading(s) of texts/passages to examine authors' techniques for storytelling and determine the effect of the techniques on the audience. The aim of this assessment is two-fold: to examine narrative literature from the perspective of a growing, maturing individual and citizen of the world (for student readers) and to examine narrative literature as a mentor text (for student writers). The opportunity to close-read text should be frequent; these assessments could be formative or summative and could be modeled, guided, collaborative, and individual.

Students will compose a literary analysis piece that explains/explores how an author uses literary/narrative devices and techniques to explore the journey of becoming an individual. This need not be a multi-paragraph traditional essay - teachers may opt for a one-body-paragraph essay, or assess these skills in another manner that best fits student needs.

Students will view a storytelling “performance” and will have the opportunity to respond as an audience member (reader response) and as a fledgling storyteller (criticism).

Resources:

Suggested texts for whole-class reading experience & instruction:

The Catcher in the Rye by JD Salinger
Local Girls by Alice Hoffman
The Other Wes Moore by Wes Moore
Shoeless Joe by W.P. Kinsella
Jane Eyre by Charlotte Bronte
The Perks of Being a Wallflower by Stephen Chbosky
A Separate Peace by John Knowles
The Bean Trees by Barbara Kingsolver
Black Boy by Richard Wright

Suggested texts for Literature Circles / Book Groups:

Junk Boy by Tony Abbott
The Poet X by Elizabeth Acevedo
Emergency Contact by Mary H.K. Choi
Song of Achilles by Madeline Miller

Long Way Down by Jason Reynolds
Patron Saints of Nothing by Randy Ribay
I Am Not Your Perfect Mexican Daughter by Erika Sanchez
On the Come Up by Angie Thomas

Additionally, the following supplemental resources may be used during the unit:

[“My Graduation Speech”](#) by Neil Postman
[15 Engaging Stories for Teaching Identity](#)
[Texts and Short Stories About Identity](#)
[The Development of Self](#): teen neuroscience study
[The Moth MainStage stories](#)
[Snap Judgment Stories](#)
[Memoir examples & lessons](#)

TEDTalks on identity:

[Journey to the Center of Self](#)
[My Identity is My Superpower](#)
[Where Does Your Sense of Self Come From?](#)
[A Colorful Case for OUtside the Box Thinking on Identity](#)

How AI Will Help Us Connect With Ourselves and Each Other

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

How Do Individuals Overcome Obstacles?

Unit Goals

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

CCSS.ELA-LITERACY.RL.9-10.5

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 a text, including figurative, connotative, and technical meanings.

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.9-10.1.a

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.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

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

CCSS.ELA-LITERACY.W.9-10.3.E

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

Unit Description:

The focus of this unit will be on the unique obstacles that an individual must face throughout the course of their lives, and the ways in which a person can overcome them. Students will analyze obstacles and problem-solving tactics in literature, while connecting what they read to their own lives. Specifically, students will analyze and discover the ways in which overcoming obstacles can help to form identity going forward.

Unit Essential Question:

What tools are necessary for overcoming obstacles and persevering in the face of adversity?

Additional Discussion Questions May Include:

- In what forms do “obstacles” appear in our lives?

- How should we act in the face of obstacles? How should we NOT act?
- Why is overcoming adversity an essential part of life?
- What conditions, skills, and/or traits allow a person to succeed in the face of adversity?
- How does the process of overcoming obstacles help us to understand our identity?

Unit Scope and Sequence:

Students will be examining their own abilities in overcoming obstacles alongside those of the characters in the assigned literature. Throughout this unit, students will strengthen their skills and understanding in the following areas:

- Conducting a close critical study of how an individual evolves over the course of the text
- Analyzing the ways in which characters solve problems that arise in their personal journeys
- Examining students' own identities and contemplating the formation of that identity
- Crafting claims about a character's identity and evolution backed by textual evidence
- Examining the ways that an author uses language to build complex characters

Assured Assessments:

Summative Assessment:

At the end of the assigned course text, students will create an analytical piece examining a character or individual's skills in overcoming the various obstacles that they face throughout their personal story, and how those obstacles ultimately shaped the character's identity. This may come in the form of an analytical essay, but teachers may also consider exploring presentations or other multimedia projects.

Formative Assessments may include:

- During the course of reading the whole-class text for this unit, students will keep track of all of the obstacles that the main character meets throughout the course of the story, and the ways in which they overcome them. This may be the primary form of note-taking/annotation for this text.
- Students will write a one-paragraph response to the following question, using evidence from the text to support their claim:
What is one obstacle that [main character] has overcome so far, and how has it impacted their sense of identity?

Resources:

Suggested texts for whole-class reading experience & instruction:

- *The Tragedy of Macbeth* by William Shakespeare (required text for the course)
- *The Other Wes Moore* by Wes Moore (required text for the course)
- *Local Girls* by Alice Hoffman
- *The Catcher in the Rye* by J.D. Salinger
- *The Perks of Being a Wallflower* by Stephen Chbosky
- *Lord of the Flies* by William Golding

Suggested texts for literature circles/book groups:

Junk Boy by Tony Abbott

The Poet X by Elizabeth Acevedo

Emergency Contact by Mary H.K. Choi

Song of Achilles by Madeline Miller

Long Way Down by Jason Reynolds

Patron Saints of Nothing by Randy Ribay

I Am Not Your Perfect Mexican Daughter by Erika Sanchez

On the Come Up by Angie Thomas

Additionally, the following supplemental resources may be used throughout the unit:

- [“Overcome Obstacles” by Steven Claunch](#) (TED Ed)
- [“How to Overcome Your Mistakes](#) (TED Ed)
- [Excerpts from Roger Federer’s 2024 Dartmouth Commencement Speech](#)
- [Wes Moore’s Inaugural Speech](#)
- Classroom Library for student choice
- Learning Commons Library for student choice

Time Allotment:

Approximately 8-10 weeks

Unit 3

Why Do Good People Make Poor Decisions?

Unit Goals:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

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.9-10.6

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.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

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.9-10.5

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.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.

- a. 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.
- b. 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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 (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Unit Description:

The focus of this unit will be on the relationship between the development of identity and individual decision-making. As humans move from being children to adults, their decision-making processes naturally change. Students will use literature as means for observing and evaluating this change from a “safe” distance in order to both consider authors’ portrayal of decision-making as well as analyze and evaluate their own processes; in sum, students will use literature as “a rehearsal for life.” Students will synthesize the relationship between decision-making and identity in literature and their own world.

Unit Essential Question:

What is the relationship between identity and decision-making?

Additional discussion questions may include:

- 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?

Unit Scope and Sequence:

Students will be examining their own abilities in decision-making alongside those of the characters in the assigned literature. Throughout this unit, students will strengthen their skills and understanding in the following areas:

- Conducting a close critical study of how an individual considers and chooses paths over the course of the text
- Analyzing the ways in which characters make choices at crossroads that arise in their personal journeys
- Examining students’ own identities and contemplating the formation of that identity

- Crafting claims about a character’s decision-making and evolution backed by textual evidence
- Students will examine the ways that an author uses language to build complex characters

Assured Assessments:

Summative Assessment:

At the end of the assigned course text in this unit, students will engage in a shared inquiry discussion in which they collaboratively analyze, weigh, and evaluate character decision-making in order to share an initial stance, demonstrate ability to actively listen and move a discussion forward, and refine and contextualize their own views in relation to others’. Teachers may choose to provide students with sentence starters to aid in their discussion participation.

Formative Assessments may include:

- During the course of reading the whole-class text for this unit, students will record their responses to a characters’ decision-making. This record could be qualitative (e.g. notes to a character or reader response journaling) or quantitative (e.g. rating the decision-making, charting the impact of decisions, or tracking the causes and effects of the decision-making).
- Students will practice being active participants in a small group discussion and will reflect on their and their group’s effectiveness and needs.

Resources:

Suggested texts for whole-class reading experience & instruction:

- *The Tragedy of Macbeth* by William Shakespeare (required text for the course)
- *The Other Wes Moore* by Wes Moore (required text for the course)
- *Local Girls* by Alice Hoffman
- *The Catcher in the Rye* by J.D. Salinger
- *The Perks of Being a Wallflower* by Stephen Chbosky
- *Lord of the Flies* by William Golding
- *A Separate Peace* by John Knowles
- *The Bean Trees* by Barbara Kingsolver
- *Shoeless Joe* by W.P. Kinsella
- *Things Fall Apart* by Chinua Achebe
- *Tess of the d’Urbervilles* by Thomas Hardy

Suggested texts for literature circles/book groups:

Junk Boy by Tony Abbott

The Poet X by Elizabeth Acevedo

Emergency Contact by Mary H.K. Choi

Song of Achilles by Madeline Miller
Long Way Down by Jason Reynolds
Patron Saints of Nothing by Randy Ribay
I Am Not Your Perfect Mexican Daughter by Erika Sanchez
On the Come Up by Angie Thomas

Additionally, the following supplemental resources may be used throughout the unit:

- [Listen To Your Intuition: It Can Help You Navigate the Future](#) (TED Talk)
- [When To Take a Stand—And When To Let It Go](#) (TED Talk)
- [Reading Literary Fiction Can Lead to Better Decision-Making](#) (article)
- Classroom Library for student choice.
- Learning Commons Library for student choice.

Time Allotment:

Approximately 8-10 weeks

UNIT 4

How Does Environment Influence the Individual?

Unit Goals

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 Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

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 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.9-10.9.a

Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

CCSS.ELA-Literacy.W.9-10.9.b

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

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.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (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 Description:

In this unit, students will consider how the individual is shaped by the environment(s) in which they live. Within the contexts of literature and their own lives, students will analyze how the time period, physical location, circumstances, and people all combine to form a fluid environment that impacts the formation of identity. In this way, this unit will tie the concept of the individual (the main focus of this course) with the concept of humanity as a whole (the focus of English 9).

Teachers may decide to end the course with this unit, as it leads nicely into the concept of being human as part of the American experience, which they will study as juniors.

Unit Essential Question:

How do you define the relationship between the individual and their environment?

Additional Discussion Questions May Include:

- What aspects make up a person's "environment"?
- How do you define a healthy environment vs. an unhealthy one?
- How do we maintain our individuality as part of a larger community?
- Does the individual control circumstances or do circumstances control the individual?
- What responsibilities do individuals have towards their environment?

Unit Scope and Sequence:

Students will closely examine the dynamic between the individual and their environment, not only in literature but also in their own lives. Throughout this unit, students will strengthen their skills and understanding in the following areas:

- Conducting a close study of the environment presented in each text, and comparing it to aspects of our society in order to expand their understanding.
- Examining how society influences the individuals in the text and vice versa.
- Tracing how a society accumulates, distributes, and wields power.
- Drawing on social sciences (e.g., history, sociology, psychology, economics, etc.) to supplement unit resources and activities.

Assured Assessments:

Summative Assessment:

At the end of the assigned course text, students will create an analytical piece (essay, presentation, multimedia project, etc.) that compares their own environment to that of the main character of an assigned text, ultimately analyzing the impact each environment has on each individual. Alternatively, students who do not feel comfortable writing about their own experiences may compare environments/individuals within or across texts.

Formative Assessments may include:

- Students may journal (or engage in another form of personal writing) about all the different factors that make up their own environment, considering the impacts that their environment has had on shaping their sense of self. Alternatively, this may be done as a visual exercise using photographs, drawings, etc.
- As they read a whole-class or literature circles text, students will take note of any moment in which a character/individual takes action or makes a choice as a direct result of their environment.

Resources:

Suggested texts for whole-class reading experience & instruction:

- *The Tragedy of Macbeth* by William Shakespeare (required text for the course)
- *The Other Wes Moore* by Wes Moore (required text for the course)
- *Local Girls* by Alice Hoffman
- *The Catcher in the Rye* by J.D. Salinger
- *The Perks of Being a Wallflower* by Stephen Chbosky
- *Lord of the Flies* by William Golding

Suggested texts for literature circles/book groups:

Junk Boy by Tony Abbott

The Poet X by Elizabeth Acevedo

Emergency Contact by Mary H.K. Choi

Song of Achilles by Madeline Miller

Long Way Down by Jason Reynolds

Patron Saints of Nothing by Randy Ribay

I Am Not Your Perfect Mexican Daughter by Erika Sanchez

On the Come Up by Angie Thomas

Additionally, the following supplemental resources may be used throughout the unit:

- [“No Such Thing as a Bad Boy”](#) (TED Talk, Dr. Pat Friman)
- [Wes Moore’s Inaugural Speech](#)
- Classroom Library for student choice.
- Learning Commons Library for student choice.

Time Allotment:

Approximately 8-10 weeks

CREDIT

One credit in English
Full Year

PREREQUISITES

Successful completion of grade 9 English

CURRENT REFERENCES

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Diaz, Shelley. "27 Middle Grade and YA Latinx Titles for National Hispanic Heritage Month and Beyond." School Library Journal, School Library Journal, 25 Sept. 2018, www.slj.com/story/27-Middle-Grade-and-YA-Latinx-Titles-for-National-Hispanic-Heritage-Month-and-Beyond.

Gallagher, Kelly, and Penny Kittle. 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents. Heinemann, 2018.

Pandolpho, Beth. "Making the Most of In-Class Book Clubs." Edutopia, George Lucas Educational Foundation, 7 Aug. 2018, www.edutopia.org/article/making-most-class-book-clubs/.

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
- TPS Vision of the Graduate Rubrics
- English Department Writing Rubric
- English Department Speaking & Listening/Shared Inquiry Rubric

Disposition Rubrics 9-12
Draft Rubrics

Draft Rubrics/Frameworks (9-12)	
1. Self-Efficacy	
2. Growth Mindset	
3. Innovation	
4. Emotional Intelligence	
5. Integrity	

DRAFT Self-Efficacy 9-12

**PORTRAIT OF A GRADUATE
- GRADES 9-12**

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	A secondary student may demonstrate self-efficacy by: Asking for extra help to clarify a concept in math class so he/she can complete the homework with success.	Areas of Growth
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	• Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. • Participating in class discourse despite being unsure of the answer • Tackling new challenges with a positive attitude • Using positive self talk while playing sports even when losing • Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. • Setting personal goals and celebrating successes • Confidently participating in class discussions • Willingly accepting feedback from students and peers • Standing up for yourself or a peer after observing name calling	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE **- GRADES 9-12**

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... • Analyzing errors on assessments with the intent to expand their learning • Exhibiting grit in task completion regardless of obstacles • Setting, adapting, and completing short term and long term goals • Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies • Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task • Taking breaks when needed in order accomplish small components towards the larger goal • Identify the leverage aspects of a task that will move completion forward • Exhibiting flexibility and adaptability while going through the process of goal setting • Develop a path to succeed by evaluating one's own abilities • Shows drive and motivation with an end goal in mind. • Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry	Areas of Growth
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	• Asking questions to intellectually challenge teachers and peers • Designing or improving new processes or approaches • Generating ideas for how to approach the group project	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad.	Areas of Growth
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	● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) ● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) ● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions ● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). ● Building relationships despite differences (has friends with different abilities and backgrounds) ● Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) ● Accepting responsibility for actions after making a mistake ● Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. ● Handling setbacks and adapting when things don't go according to plan. ● Following through with commitments showing reliability and trustworthiness with peers and adults. ● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

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Integrity 9-12

PORTRAIT OF A GRADUATE GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	A secondary school student may demonstrate integrity by... • Showing up on time to class and doing homework in a timely manner • Noticing when another student drops her/his books in the hallway, and helps to pick them up • Returning a wallet that is found in the parking lot with the content intact • Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) • Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. • Respecting her peer who is wearing a sari • Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak • Advocating for a peer after observing another student calling someone names • Volunteering to help at practice for the Unified basketball team.	Areas of Growth
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	• Taking pride in their work and behaviors • Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. • Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity • Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text - Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: - Partially identifying the purpose of the text - Providing initial reaction somewhat supported by text - Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: - Not identifying the purpose of the text - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : - Extensively reshaping, reflecting, revising, and/or deepening initial understanding - Constructing insightful and perceptive ideas about the text. - Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : - Reshaping, reflecting, revising, and/or deepening initial understanding - Summarizing main ideas of text - Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - Struggle to implement guided reflection and/or revision of initial understanding - Struggle to summarize any main ideas of text - Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections - text to text - text to self - text to world	Demonstrates specific connections - text to text - text to self - text to world	Demonstrates general connections - text to text - text to self - text to world	Struggles to make connections - text to text - text to self - text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	- Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	- Establishes a purpose - Demonstrates an awareness of audience and task	- Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

ENGLISH DEPARTMENT WRITING RUBRIC

	Claim/Thesis	Evidence	Explanation	Writing Conventions
Exemplary (4)	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.
Proficient (3)	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.
Progressing (2)	Claim attempts to demonstrate an interpretation of the text but may not be arguable and/or may not be focused on or fully addressed 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.

Emerging (1)	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.
(0)	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score

SHARED INQUIRY DISCUSSION RUBRIC

	4	3	2	1	0 – unscorable
Involvement	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.

Ideas and Analysis	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.
Support	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.

Preparation	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.
Reflection	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.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ACP Algebra 2

Grades 10-11

2025

(Last revision date: 2018)

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ACP Algebra 2

Grades 10-11

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

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

Advanced College Preparatory Algebra II is designed for the student who has successfully completed ACP Algebra I and ACP Geometry and prepares them for ACP PreCalculus and ultimately ACP or AP Calculus. Students will build on their work with linear, quadratic and exponential functions to extend their repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with expressions that define functions and continue to expand and hone their abilities to model situations and to solve equations including solving quadratic equations over the set of complex numbers. Trigonometric ratios are introduced using the unit circle and other circles on the coordinate plane, expanding on students' prior knowledge of right triangle trigonometry.

The new curriculum continues to incorporate the State Standards while addressing the needs of SAT preparation. The curriculum prepares students for success in Precalculus and Calculus.

COURSE GOALS

The Standards for Mathematical Practice describe varieties of expertise that all teachers of mathematics will develop in their students.

These practices rest on important “processes and proficiencies” which have long been valued in mathematics education.

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it

symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.

Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to

ISTE Computational Thinker Students develop and employ strategies for understanding (Standard 5) and solving problems in ways that leverage the power of technological methods to develop and test solutions. 5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision making. compute them; and knowing and flexibly using different properties of operations and objects.

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.

They are able to use technological tools to explore and deepen their understanding of concepts.

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning.

They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure.

They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

COURSE ENDURING UNDERSTANDINGS

Students will understand . . .

- various aspects of linear, quadratic, polynomial, rational, and radical functions which occur frequently in a variety of applications.
- how to represent the solution of linear inequalities and systems of linear inequalities
- the relationship between functions and their inverses, and the operations and compositions of functions
- the six trigonometric functions and their fundamental relationships.

COURSE ESSENTIAL QUESTIONS

- How can we solve equations and inequalities?
- What do the coefficients and constants in a function tell us about its graph and solutions?
- How do we solve and interpret systems of linear equations and inequalities, and what do their solutions represent?
- How do we simplify and perform operations with radical and complex expressions, and how do these help solve equations with no real solutions?
- What are the key properties of functions, and how do we determine if a relation is a function and find its domain and range?
- How do transformations such as translations, reflections, and dilations affect the graph of a function?
- What methods can we use to factor polynomials and solve quadratic equations, and how do the solutions to equations relate to the graphs of functions?
- How can we solve rational equations and simplify rational expressions?

- What are trigonometric functions and how do we use the unit circle to evaluate trig ratios?
- How are functions and their inverses related, and how can we find and verify inverses of functions?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- linear, quadratic, polynomial, rational, and radical functions, and their graphs.
- how to solve linear inequalities and systems of linear inequalities.
- inverses, operations and composition of functions.
- the six trigonometric functions and the unit circle.

Students will be able to . . .

- analyze and graph linear, quadratic, polynomial, rational, and radical functions.
- solve linear inequalities and systems of linear inequalities.
- define the six trigonometric functions.
- use trigonometric functions to solve applied problems involving right triangles.

UNITS OF STUDY

Unit 1 - Linear Equations

Unit Overview

This unit introduces key algebraic concepts necessary for success in advanced mathematics. Students will strengthen foundational skills, explore linear relationships, and solve systems of equations using multiple methods. Emphasis will be placed on developing procedural fluency, conceptual understanding, and application through problem-solving and technology.

Essential Questions

- What methods can be used to simplify, solve, and analyze algebraic expressions and equations?
- What is a linear function?
- What are the different ways equations for linear functions may be represented?
- What is the significance of the slope and y-intercept of a linear function?
- How do linear relationships help us describe patterns of change?
- What strategies can be used to solve systems of linear equations effectively?
- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?

Standards Alignment

Simplifying Algebraic Expressions

- CCSS.MATH.CONTENT.HSA.SSE.A.1
- CCSS.MATH.CONTENT.HSA.SSE.A.1.A

Solving Linear Equations

- CCSS.MATH.CONTENT.HSA.REI.A.1
- CCSS.MATH.CONTENT.HSA.REI.B.3
- CCSS.MATH.CONTENT.HSA.CED.A.4

Slope

- CCSS.MATH.CONTENT.HSF.IF.B.6

Linear Functions

- CCSS.MATH.CONTENT.HSF.IF.C.7.A
- CCSS.MATH.CONTENT.HSF.IF.C.8.A
- CCSS.MATH.CONTENT.HSA.CED.A.2
- CCSS.MATH.CONTENT.HSF.BF.A.1

Solving Systems of Linear Equations

- CCSS.MATH.CONTENT.HSA.REI.C.5
- CCSS.MATH.CONTENT.HSA.REI.C.6

Scope and Sequence

Simplifying Algebraic Expressions

- Order of operations
- Distributive property
- Write algebraic expressions from verbal expressions

Solving Linear Equations

- Solve multi-step equations
- Solve equations using the fraction-busting method
- Solve literal equations

Slope

- Slope as a constant rate of change
- Find slope from points
- Find slope from a graph of a line

Linear Functions

- Slope-intercept form
- Write an equation in slope-intercept form given a graph
- Graph linear functions from slope-intercept form
- Convert equations into slope-intercept form
- Point-slope form
- Write an equation given slope and point
- Write an equation given 2 points
- Find x- and y-intercepts from any form
- Write an equation of a parallel or perpendicular line given a point and an equation of another line
- Graph lines on the graphing calculator

Solving Systems of Linear Equations

- Solve by graphing (by hand and on the graphing calculator)
- Solve by substitution
- Solve by elimination
- Identify systems that have no solution and infinitely many solutions

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 13 (1-hour) class blocks

Unit 2 - Linear Inequalities

Unit Overview

This unit builds on linear concepts by exploring inequalities and their representations. Students will solve and graph inequalities in one and two variables and analyze systems of inequalities.

Essential Questions

- What are the similarities and differences between equations and inequalities?
- How can solutions to inequalities be represented algebraically using different notations?
- How can solutions to inequalities be represented graphically?
- What does the solution to a system of inequalities represent?
- How do the solutions of a system of equalities and a system of inequalities differ?

Standards Alignment

Solving Linear Inequalities in One Variable

- CCSS.MATH.CONTENT.HSA.REI.B.3
- CCSS.MATH.CONTENT.HSA.CED.A.1

Solving Linear Inequalities in Two Variables

- CCSS.MATH.CONTENT.HSA.REI.D.12
- CCSS.MATH.CONTENT.HSA.CED.A.3

Solving Systems of Inequalities

- CCSS.MATH.CONTENT.HSA.REI.D.12

Scope and Sequence

Solving Linear Inequalities in One Variable

- Solve inequalities
- Write solutions in set-builder and interval notation
- Graph solutions on a number line

Solving Linear Inequalities in Two Variables

- Graph inequalities on the coordinate plane
- Write inequalities given a graph
- Graph inequalities on the graphing calculator

Solving Systems of Inequalities

- Solve a system by graphing on the coordinate plane
- Identify systems that have no solution

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (No Graphing Calculator)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 5 (1-hour) class blocks

Unit 3 - Radicals and Complex Numbers

Unit Overview

This unit introduces students to radicals, rational exponents, and complex numbers, laying the groundwork for advanced mathematical concepts. Emphasis is placed on simplifying expressions, performing operations, and understanding the properties of complex numbers.

Essential Questions

- When does a radical need to be simplified?
- How can radical expressions be simplified and manipulated?
- What is the relationship between radicals and rational exponents?
- What does i signify?
- What is the difference between an imaginary number and a complex number?
- How are operations with complex numbers similar to and different from operations with real numbers?

Standards Alignment

Simplifying Radicals

- CCSS.MATH.CONTENT.HSN.RN.A.1
- CCSS.MATH.CONTENT.HSN.RN.A.2

Rational Exponents

- CCSS.MATH.CONTENT.HSN.RN.A.1
- CCSS.MATH.CONTENT.HSN.RN.A.2

Operations with Radicals

- CCSS.MATH.CONTENT.HSA.SSE.A.2

Complex Numbers

- CCSS.MATH.CONTENT.HSN.CN.A.1
- CCSS.MATH.CONTENT.HSN.CN.A.2
- CCSS.MATH.CONTENT.HSN.CN.A.3

Scope and Sequence

Simplifying Radicals

- Rewrite square roots in simplest radical form (whole numbers and variables under radical)
- Rewrite cube roots in simplest radical form (integers and variables under radical)

Rational Exponents

- Convert expressions between radical and rational exponents
- Simplify expressions with rational exponents and rewrite in simplest radical form

Operations with Radicals

- Add and subtract square roots (whole numbers only)
- Multiply square roots (whole numbers only, including radical expressions with multiple terms)
- Divide square roots and rationalize denominators (including with conjugates)

Complex Numbers

- Find square roots of negative numbers
- Simplify imaginary numbers
- Add and subtract complex numbers
- Multiply complex numbers
- Divide complex numbers (including with conjugates)

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (No Graphing Calculator)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 10 (1-hour) class blocks

Unit 4 - Relations and Functions

Unit Overview

This unit explores the foundational concepts of functions, their representations, and characteristics. Students will analyze functions graphically, algebraically, and numerically, focusing on domain, range, and behavior.

Essential Questions

- What defines a function, and how can it be represented?
- When is a relation classified as a function?
- What is the difference between a discrete and a continuous function?
- How are domain and range determined and expressed in different notations?
- What is the difference between domain and range?
- What can the end behavior, zeros, and extrema of a function tell us?
- What are the extrema of functions?
- How do you identify the end behavior of graphs?
- How do you find zeros of a function algebraically, graphically, and with technology?

Standards Alignment

Function Characteristics

- CCSS.MATH.CONTENT.HSF.IF.A.1
- CCSS.MATH.CONTENT.HSF.IF.A.2
- CCSS.MATH.CONTENT.HSF.IF.B.4

Domain and Range

- CCSS.MATH.CONTENT.HSF.IF.A.1
- CCSS.MATH.CONTENT.HSF.IF.B.5

Evaluating Functions

- CCSS.MATH.CONTENT.HSF.IF.A.2

End Behavior

- CCSS.MATH.CONTENT.HSF.IF.B.4

Zeros and Extrema

- CCSS.MATH.CONTENT.HSF.IF.C.7

Scope and Sequence

Function Characteristics

- Function notation
- Determine if a relation is a function

- Vertical Line Test
- Classify functions as linear, exponential, quadratic, cubic, rational, or radical
- Classify functions as discrete, continuous, or neither (i.e., discontinuous piecewise)

Domain and Range

- Find the domain and range of discrete functions in set-builder notation
- Find the domain and range of continuous and piecewise functions in set-builder and interval notation

Evaluating Functions

- Evaluate functions algebraically
 - At specific real number values
 - At expressions
- Evaluate functions from a table and graph

End Behavior

- Describe the end behavior of a function, given a graph, using limit notation

Zeros

- Find the zeros of a function from a graph
- Find the zeros of a function using the graphing calculator

Extrema

- Find the relative maximums and minimums from a graph
- Find the relative maximums and minimums from a graph using the graphing calculator

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Required)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 10 (1-hour) class blocks

Unit 5 - Piecewise Functions

Unit Overview

This unit focuses on piecewise-defined functions and their graphical representations. Students will learn to write equations, graph functions, and analyze their behavior.

Essential Questions

- How is an equation of a piecewise function written?
- How do you graph a piecewise function?
- How can the domain and range of piecewise functions be determined?
- How do we evaluate piecewise functions effectively?

Standards Alignment

Graphing Piecewise Functions

- CCSS.MATH.CONTENT.HSF.IF.C.7

Domain and Range

- CCSS.MATH.CONTENT.HSF.IF.B.5

Evaluating Functions

- CCSS.MATH.CONTENT.HSF.IF.A.2

Scope and Sequence

Graphing Piecewise Functions

- Write a piecewise equation given a graph
- Graph a piecewise function

Domain and Range

- Find the domain and range of piecewise functions in set-builder and interval notation

Evaluating Functions

- Evaluate a piecewise function at specific real number values algebraically
- Evaluate a piecewise function at specific real number values from a graph

Assured Assessments Formative Assessment:

- Homework assignments with feedback

- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 6 (1-hour) class blocks

Unit 6 - Polynomial Expressions

Unit Overview

In this unit, students will explore the properties of polynomial expressions, their operations, and factoring techniques. The unit also includes solving literal equations that require factoring.

Essential Questions

- How are properties of exponents used to simplify expressions?
- How are polynomial expressions added, subtracted, or multiplied?
- When is it appropriate to use long division to divide polynomials and when is it appropriate to use synthetic?
- How do we factor polynomial expressions effectively?
- How can literal equations be solved using factoring?

Standards Alignment

Properties of Exponents

- CCSS.MATH.CONTENT.HSN.RN.A.1

Operations with Polynomials

- CCSS.MATH.CONTENT.HSA.APR.A.1
- CCSS.MATH.CONTENT.HSA.APR.A.2

Factoring Polynomials

- CCSS.MATH.CONTENT.HSA.SSE.A.2
- CCSS.MATH.CONTENT.HSA.SSE.B.3

Solving Literal Equations

- CCSS.MATH.CONTENT.HSA.CED.A.4

Scope and Sequence

Properties of Exponents

- Simplify expressions including quotients of monomials
 - Include negative exponents
 - Include rational exponents

Operations with Polynomials

- Add and subtract polynomials
- Multiply polynomials (distributive and FOIL)
- Divide polynomials
 - Divide by monomial
 - Long division
 - Synthetic division

Factoring Polynomials

- Greatest Common Factor (GCF)
- Grouping
- Trinomials with $a = 1$
- Trinomials with $a > 1$
- Difference of Squares
- Perfect square trinomials
- Sum and Difference of cubes

Solving Literal Equations

- Solve literal equations that require factoring

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators

- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 15 (1-hour) class blocks

Unit 7 - Transformations of Functions

Unit Overview

In this unit, students will learn how to graph various types of functions, including absolute value, quadratic, cubic, square root, and cube root functions, using transformations. They will explore how translations, reflections, and dilations affect the graphs and how to write equations for transformed functions.

Essential Questions

- What are parent functions and what are each of their key points?
- How do transformations (translations, reflections, and dilations) affect the graph of a function?
- How can you identify key features (vertex, inflection point, endpoint) of different functions?
- How do you write an equation for a function given its graph?
- How do the domain and range of a function relate to its transformations?

Standards Alignment

Function Equations and Graphing

- CCSS.MATH.CONTENT.HSF.BF.B.3

Scope and Sequence

Graphing Absolute Value Functions

- Graph the parent function using a table
- Identify the vertex
- Apply transformations (translate, reflect, dilate vertically)
- Find the domain and range
- Write an equation for the transformed function

Graphing Quadratic Functions from Vertex Form

- Graph the parent function using a table
- Identify the vertex
- Apply transformations (translate, reflect, dilate vertically)
- Find the domain and range
- Write an equation for the transformed function

Graphing Cubic Functions

- Graph the parent function using a table
- Identify the point of inflection
- Apply transformations (translate, reflect, dilate vertically)
- Find the domain and range
- Write an equation for the transformed function

Graphing Square Root Functions

- Graph the parent function using a table
- Identify the endpoint
- Apply transformations (translate, reflect, dilate vertically)
- Find the domain and range
- Write an equation for the transformed function

Graphing Cube Root Functions

- Graph the parent function using a table
- Identify the point of inflection
- Apply transformations (translate, reflect, dilate vertically)
- Find the domain and range
- Write an equation for the transformed function

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (No Graphing Calculator)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 7 (1-hour) class blocks

Unit 8 - Graphing Quadratic and Polynomial Functions

Unit Overview

This unit focuses on graphing quadratic and polynomial functions, analyzing their features, and determining their behavior based on the function's degree and leading coefficient. Students will also practice finding zeros, identifying key features, and using the graphing calculator for accurate visual representation.

Essential Questions

- How do you determine maximum or minimum values of a quadratic function?
- How do the degree and leading coefficient of a polynomial function affect its graph?
- How can you determine the end behavior and zeros of a quadratic or polynomial function?
- How do you graph quadratic functions from standard form?
- How do you find the zeros of a quadratic or polynomial function using a graphing calculator?
- In what cases could a quadratic equation have one or no zeros?

Standards Alignment

- CCSS.MATH.CONTENT.HSA.REI.D.10
- CCSS.MATH.CONTENT.HSA.CED.A.2
- CCSS.MATH.CONTENT.HSA.SSE.A.1

Scope and Sequence

Graphing Quadratic Functions

- Graph from standard form using a table
- Use axis of symmetry, y-intercept, and vertex
- Find the domain and range
- Find zeros using the graphing calculator

Graphing Polynomial Functions

- Determine the degree and leading coefficient
- Describe end behavior using limit notation
- Identify real zeros and analyze their multiplicities
- Find zeros and extrema using the graphing calculator

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (No Graphing Calculator)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 6 (1-hour) class blocks

Unit 9 - Solving Quadratic and Polynomial Equations

Unit Overview

In this unit, students will learn various methods for solving quadratic and polynomial equations. They will explore solving using the square-root property, zero-product property, quadratic formula, and completing the square. Additionally, they will investigate the discriminant to determine the number and type of roots.

Essential Questions

- How can the square-root property be used to solve quadratic equations with both real and complex solutions?
- How does the zero-product property help in solving quadratic and polynomial equations?
- How do you solve quadratic equations using the quadratic formula?
- How can the discriminant be used to analyze the solutions of quadratic equations?
- What types of solutions of a quadratic equation are possible?
- How can completing the square be applied to solve quadratic equations with both simple and complex coefficients?
- What information can be easily determined when a quadratic is factored?

Standards Alignment

- CCSS.MATH.CONTENT.HSA.SSE.A.1
- CCSS.MATH.CONTENT.HSA.CED.A.4
- CCSS.MATH.CONTENT.HSA.REI.B.4
- CCSS.MATH.CONTENT.HSA.REI.C.7

Scope and Sequence

Square-Root Property

- Solve quadratic equations with real solutions using the square-root property
- Solve quadratic equations with complex solutions using the square-root property

Zero-Product Property

- Solve quadratic equations by factoring (GCF, trinomials, difference of squares)
- Solve polynomial equations by factoring
- Use grouping to factor and solve polynomial equations
- Solve equations in quadratic form
- Write a polynomial equation given the roots

Quadratic Formula

- Use the quadratic formula to find all real and complex solutions to quadratic equations
- Solve polynomial equations involving sum and difference of cubes (factor first, then use quadratic formula)

The Discriminant

- Use the discriminant to describe the number and types of roots for a quadratic equation
- Graph the related function to confirm solutions to a quadratic equation

Solving Quadratic Equations by Completing the Square

- Solve quadratic equations by completing the square when $a = 1$
- Solve quadratic equations by completing the square when $a > 1$

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 10 (1-hour) class blocks

Unit 10 - Quadratic and Polynomial Applications

Unit Overview

In this unit, students will apply their knowledge of quadratic and polynomial equations to solve real-world problems. They will work with geometric, numerical, and projectile motion problems, as well as create polynomial expressions from real-life scenarios.

Essential Questions

- How can quadratic equations be used to solve geometric word problems?
- How can we use quadratic functions to model projectile motion problems?
- How do we create polynomial expressions based on real-world situations?
- What do the zeros and the vertex of a quadratic function mean in a real-world situation?

Standards Alignment

- CCSS.MATH.CONTENT.HSA.CED.A.2
- CCSS.MATH.CONTENT.HSA.REI.B.3

Scope and Sequence

Quadratic Word Problems

- Geometric word problems
- Find the numbers word problems
- Projectile motion word problems

Polynomial Word Problems

- Write a polynomial expression from a real-world problem

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 6 (1-hour) class blocks

Unit 11 - Rational Expressions and Equations

Unit Overview

In this unit, students will focus on simplifying, adding, subtracting, multiplying, and dividing rational expressions. They will also solve rational equations and check for extraneous solutions.

Essential Questions

- What is a rational expression?
- Where are rational expressions undefined?
- How do you find the least common multiple of polynomial expressions and thus the least common denominator of rational expressions?
- How do you simplify rational expressions?
- How can you solve and check for extraneous solutions in rational equations?
- When you divide two rational functions, how do you determine the domain of the resulting function?

Standards Alignment

- CCSS.MATH.CONTENT.HSA.RAT.A.1
- CCSS.MATH.CONTENT.HSA.CED.A.3

Scope and Sequence

Multiplying and Dividing Rational Expressions

- Simplifying rational expressions
- Determine undefined values
- Simplify complex fractions
- Multiply and divide rational expressions

Adding and Subtracting Rational Expressions

- Find the LCM of monomials and polynomials
- Add and subtract rational expressions with monomial and polynomial denominators
- Simplify complex fractions with different and the same LCDs

Solving Rational Equations

- Solve rational equations
- Check for extraneous solutions

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 10 (1-hour) class blocks

Unit 12 - Operations with Functions and Inverses

Unit Overview

This unit will explore operations with functions, such as addition, subtraction, multiplication, and division, and the composition of functions. Additionally, students will learn about inverse functions and how to determine if a function is one-to-one and how to find its inverse.

Essential Questions

- How can you add, subtract, multiply, and divide functions?
- What is the composition of functions, and how do you evaluate it?
- How is $f(g(x))$ different from $g(f(x))$?
- How do you determine if a function has an inverse, and how do you find it?
- How are the graphs of functions and their inverses related?
- Why are some inverses of functions not functions?
- What is the horizontal line test and what does it determine?
- Why would certain functions need to have a restricted domain in order to find its inverse?
- How are the domain and range of a function related to the domain and range of its inverse?
- How do you verify a pair of functions are inverses algebraically?

Standards Alignment

- CCSS.MATH.CONTENT.HSF.BF.A.1
- CCSS.MATH.CONTENT.HSF.BF.B.4

Scope and Sequence

Operations with Functions

- Add, subtract, multiply, and divide functions
- Identify domain restrictions

Composition of Functions

- Evaluate composite functions
- Perform composition of functions

Inverse Functions and Relations

- Determine if a function is one-to-one
- Find an inverse relation and its graph
- Use the horizontal line test to verify if a function has an inverse
- Discuss the necessity of domain restrictions for inverses
- Verify inverses

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 7 (1-hour) class blocks

Unit 13 - Trigonometric Functions

Unit Overview

In this unit, students will learn about trigonometric functions in right triangles, the unit circle, and how to evaluate trig functions for different angle measures. They will also work with angle conversions and solve real-world problems.

Essential Questions

- How do we use trigonometric ratios to solve right triangles?
- What is the relationship between the angle of elevation and the angle of depression in a right triangle?
- What is the difference between an angle in geometry and an angle in trigonometry?
- What are coterminal angles?
- How can we convert between angle measures in degrees and radians?
- What is the unit circle, and how can we use it to evaluate trig functions?
- What are the defining characteristics of a reference angle for a nonquadrantal angle in standard position?

Standards Alignment

- CCSS.MATH.CONTENT.HSF.TF.A.1
- CCSS.MATH.CONTENT.HSF.TF.B.5

Scope and Sequence

Trigonometric Functions in Right Triangles

- Special right triangles (no calculator)
- Find all six trig ratios for a given triangle
- Solve trig equations using a calculator (in degree mode)
- Applications: angle of elevation and depression

Angle Measure in Radians and Degrees

- Draw angles in standard position
- Find coterminal angles
- Convert between degrees and radians
- Find reference angles

Unit Circle

- Find sine and cosine of special angles using the unit circle
- Use the quadrant and reference angles to evaluate trig functions

Angle Not on the Unit Circle

- Evaluate trig functions given a point
- Evaluate trig functions given a trig ratio

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work

- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (2 parts: 1 with Graphing Calculator, 1 without)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 9 (1-hour) class blocks

Unit 14 - Solving Non-Polynomial Equations

Unit Overview

This unit will focus on solving equations involving radicals and absolute values. Students will learn to solve square root, cube root, and equations with rational exponents, as well as multi-step absolute value equations.

Essential Questions

- How do you solve radical equations involving square roots, cube roots, and rational exponents?
- How do you create two cases to solve multi-step absolute value equations?
- How can you determine if a radical or absolute value equation has no solution?
- What does it mean to have an extraneous solution to a radical equation?

Standards Alignment

- CCSS.MATH.CONTENT.HSA.REI.B.3
- CCSS.MATH.CONTENT.HSA.REI.D.10

Scope and Sequence

Solving Radical Equations

- Solve square root equations
- Solve cube root equations
- Solve equations with rational exponents

Solving Absolute Value Equations

- Solve multi-step absolute value equations

Assured Assessments

Formative Assessment:

- Homework assignments with feedback
- Online assignments with interactive platforms that provide immediate feedback
- Class discussions and collaborative work
- Quick checkpoint quizzes

Summative Assessment:

- Unit test covering all objectives (Graphing Calculator Permitted)

Resources and Materials

- Graphing calculators
- Interactive online platforms (e.g., Desmos, Khan Academy)
- Worksheets and practice sets
- Videos for flipped classroom lessons

Time Allotment: Approximately 5 (1-hour) class blocks

CURRENT REFERENCES

There is no textbook for this course.

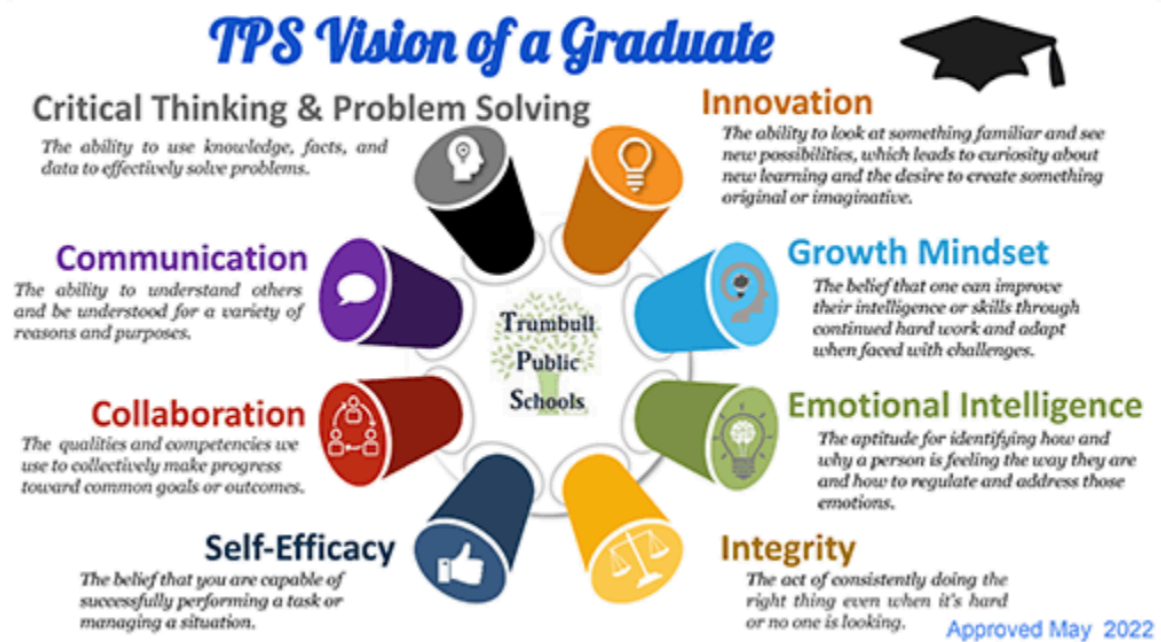
2023 Connecticut Core Standards for Mathematics

https://corestandards.org/wp-content/uploads/2023/09/Math_Standards1.pdf

COURSE CREDIT

1.0 credits in mathematics
One class period for one year

TPS VISION OF THE GRADUATE SKILLS AND DISPOSITIONS



ASSURED STUDENT PERFORMANCE RUBRICS

TPS Vision of the Graduate Rubric

Skill Rubric: **Critical Thinking/Problem Solving Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may be revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3
UNDERSTANDING Identifies the problem question or issue being addressed.	Exhibits limited and/or no understanding of key concepts	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.

SCORING

Beginning: 4 - 6

Meets: 7 - 9 **GOAL**

Exceeds: 10 - 12

TEACHER GUIDE

Unit One: Linear Equations

Simplifying Algebraic Expression

- Order of operations
- Distributive property
- Write algebraic expressions from verbal expressions

Solving Linear Equations

- Solve multi-step equations
- Solve equations using the fraction-busting method
- Solve literal equations

Slope

- Slope as a constant rate of change
- Find slope from points
- Find slope from a graph of a line

Linear Functions

- Slope-intercept form
 - Write an equation in slope-intercept form given a graph
 - Graph linear functions from slope-intercept form
 - Convert equations into slope-intercept form
- Point-slope form
 - Write an equation given slope and point
 - Write an equation given 2 points
- Find x- and y-intercepts from any form
- Write an equation of a parallel or perpendicular line given a point and an equation of another line
- Graph lines on the graphing calculator

Solving Systems of Linear Equations

- Solve by graphing
 - by hand
 - on the graphing calculator
- Solve by substitution
- Solve by elimination
- Identify systems that have no solution and infinitely many solutions

Unit 1 Assessment (Graphing Calculator Permitted)

Maximum 13 class periods

Unit Two: Linear Inequalities

Solving Linear Inequalities in One Variable

- Solve inequalities
 - Write solutions in set-builder and interval notation
 - Graph solutions on a number line

Solving Linear Inequalities in Two Variables

- Graph inequalities on the coordinate plane
- Write inequalities given a graph
- Graph inequalities on the graphing calculator

Solving Systems of Inequalities

- Solve a system by graphing on the coordinate plane
- Identify systems that have no solution

Unit 2 Assessment (No Graphing Calculator)

Maximum 5 class periods

Unit Three: Radicals and Complex Numbers

Simplifying Radicals

- Rewrite square roots in simplest radical form
 - whole numbers and variables under radical
- Rewrite cube roots in simplest radical form
 - integers and variables under radical

Rational Exponents

- Convert expressions between radical and rational exponents
- Simplify expression with rational exponents
 - rewrite in simplest radical form

Operations with Radicals

- Add and subtract square roots
 - whole numbers only
- Multiply square roots
 - whole numbers only
 - include multiplying radical expressions with multiple terms
- Divide square roots
 - Rationalizing denominator (including with conjugate)

Complex Numbers

- Find square roots of negative numbers
- Simplify imaginary numbers
- Add and subtract complex numbers
- Multiply complex numbers
- Divide complex numbers (including with conjugate)

Unit 3 Assessment (No Graphing Calculator)

Maximum 10 class periods

Unit Four: Relations and Functions

Function Characteristics

- Function notation
- Determine if a relation is a function
 - Vertical Line Test
- Classify functions as linear, exponential, quadratic, cubic, rational, or radical
- Classify functions as discrete, continuous, or neither (i.e. discontinuous piecewise)

Domain and Range

- Find the domain and range of discrete functions in set-builder notation
- Find the domain and range of continuous and piecewise functions in set-builder and interval notation

Evaluating Functions

- Evaluate functions algebraically
 - at specific real number values
 - at expressions
- Evaluate functions from a table and graph

End Behavior

- Describe the end behavior of a function, given a graph, using limit notation

Zeros

- Find the zeros of a function from a graph
- Find the zeros of a function using the graphing calculator

Extrema

- Find the relative maximums and minimums from graph
- Find the relative maximums and minimums from graph using the graphing calculator

Unit 4 Assessment (Graphing Calculator Required)

Maximum 10 class periods

Unit Five: Piecewise Functions

Graphing Piecewise Functions

- Write a piecewise equation given a graph
- Graph a piecewise function

Domain and Range

- Find the domain and range of piecewise functions in set-builder and interval notation

Evaluating Functions

- Evaluate a piecewise function at specific real number values algebraically
- Evaluate a piecewise function at specific real number values from a graph

Unit 5 Assessment (Graphing Calculator Permitted)

Maximum 6 class periods

Unit Six: Polynomial Expressions

Properties of Exponents

- Simplify expressions including quotients of monomials
 - include negative exponents
 - include rational exponents

Operations with Polynomials

- Add and subtract polynomials
- Multiply polynomials (distributive and FOIL)
- Divide polynomials
 - Divide by monomial
 - Long division
 - Synthetic division

Factoring Polynomials

- GCF
- Grouping
- Trinomials with $a = 1$
- Trinomials with $a > 1$
- Difference of Squares
- Perfect square trinomials
- Sum and Difference of cubes

Solving Literal Equations

- Solve literal equations that require factoring

Unit 6 Assessment (Graphing Calculator Permitted)

Maximum 15 class periods

END OF SEMESTER 1 - 59 class periods

Unit Seven: Transformations of Functions

Graphing Absolute Value Functions

- Graph the parent function by making a table
- Identify the vertex of the function
- Graph absolute value functions using transformations
 - Translate, Reflect, Dilate vertically
- Find the domain and range of the function
- Write an equation for the function given a graph

Graphing Quadratic Functions from Vertex Form

- Graph the parent function by making a table
- Identify the vertex of the function
- Graph quadratic functions using transformations
 - Translate, Reflect, Dilate vertically
- Find the domain and range of the function
- Write an equation for the function given a graph

Graphing Cubic Functions

- Graph the parent function by making a table
- Identify the point of inflection of the function
- Graph cubic functions using transformations
 - Translate, Reflect, Dilate vertically
- Find the domain and range of the function
- Write an equation for the function given a graph

Graphing Square Root Functions

- Graph the parent function by making a table
- Identify the endpoint of the function
- Graph square root functions using transformations
 - Translate, Reflect, Dilate vertically
- Find the domain and range of the function
- Write an equation for the function given a graph

Graphing Cube Root Functions

- Graph the parent function by making a table
- Identify the point of inflection of the function
- Graph cube root functions using transformations
 - Translate, Reflect, Dilate vertically
- Find the domain and range of the function
- Write an equation for the function given a graph

Unit 7 Assessment (No Graphing Calculator)

Maximum 7 class periods

Unit Eight: Graphing Quadratic and Polynomial Functions

Graphing Quadratic Functions

- Graph from standard form using a table
- Graph from standard form using axis of symmetry, y-intercept, and vertex
- Find the domain and range of a quadratic function
- Find the zeros of a quadratic function using the graphing calculator

Graphing Polynomial Functions

- Find the degree and identify the leading coefficient
- Describe end behavior using limit notation, determine odd/even degree, state the # of real zeros
- Identify the “behavior of the graph” at each zero using the multiplicity of each zero
- Find zeros and maxes and mins in graphing calculator

Unit 8 Assessment (No Graphing Calculator)

Maximum 6 class periods

Unit Nine : Solving Quadratic and Polynomial Equations

Square-Root Property

- Solve quadratic equations with real solutions using square-root property
- Solve quadratic equations with complex solutions using square-root property

Zero - Product Property

- Solve quadratic equations by factoring
 - GCF, trinomials, difference of squares
- Solve polynomial equations by factoring
 - Grouping
 - Solve equations in quadratic form
- Write a polynomial equation given the roots

Quadratic Formula

- Find all real and complex solutions to quadratic equations by using the quadratic formula
- Solve polynomial equations involving sum and difference of cubes
 - factor first, then use quadratic formula

The Discriminant

- Use the discriminant to describe the number and types of root for a quadratic equation
- Graph the related function to confirm solutions to a quadratic equation

Solving Quadratic Equations by Completing the Square

- Solve by completing the square $a = 1$
- Solve by completing the square $a > 1$

Unit 9 Assessment (Graphing Calculator Permitted)

Maximum 10 class periods

Unit Ten: Quadratic and Polynomial Applications

Quadratic Word Problems

- Geometric word problems
- Find the numbers word problems
- Projectile Motion word problems

Polynomial Word Problems

- Write a polynomial expression from a real world problem

Unit 10 Assessment (Graphing Calculator Permitted)

Maximum 6 class periods

Unit Eleven: Rational Expressions and Equations

Multiplying and Dividing Rational Expressions

- Simplifying rational expressions
- Determine undefined values
- Simplifying with -1
- Multiply and divide rational expressions
- Simplify complex fractions

Adding and Subtracting Rational Expressions

- LCM of monomials and polynomials
- Monomial denominators
- Polynomial denominators
- Complex fractions with different LCDs
- Complex fractions with same LCDs

Solving Rational Equations

- Solve a rational equation
 - check for extraneous solutions

Unit 11 Assessment (Graphing Calculator Permitted)

Maximum 10 class periods

Unit Twelve: Operations with Functions and Inverses

Operations with Functions

- Add, subtract, multiply and divide functions (Identify domain restrictions)

Composition of Functions

- Evaluate composite functions
- Perform composition of functions

Inverse Functions and Relations

- Determine if a function is one-to-one
- Find an inverse relation
- Find and graph an inverse
- Horizontal line test
- Inverses with restricted domains (just show why a function would need to be restricted in order to find its inverse)
- Verify inverses

Unit 12 Assessment (Graphing Calculator Permitted)

Maximum 7 class periods

Unit Thirteen: Trigonometric Functions

Trigonometric Functions in Right Triangles

- Special right triangles (no calculator)
- Find all six trig ratios for a given triangle
- Solve trig equations using a calculator (in degree mode)
 - 1 step equations
- Find a missing side length
- Find a missing angle
- Applications
 - include angle of elevation and depression

Angle Measure in Radians and Degrees

- Draw angles in standard position
- Find coterminal angles
- Convert between degrees and radians
- Quadrantal angles
- Find reference angles

Unit Circle

- Find sine and cosine of a special angle using a point on the unit circle
- Find all six trig ratios for special angles using the unit circle
 - Use the quadrant and the reference angle to evaluate without a calculator

Angle Not on the Unit Circle

- Evaluate trig functions given a point
- Evaluate trig functions given a trig ratio

Unit 13 Assessment (2 parts - 1 w/Graphing Calculator, 1 w/out)

Maximum 9 class periods

Unit Fourteen: Solving Non-polynomial Equations

Solving Radical Equations

- Solve square root equations
- Solve cube root equations
- Solve equations with rational exponents

Solving Absolute Value Equations

- Solve multi-step absolute value equations

Unit 14 Assessment (Graphing Calculator Permitted)

Maximum 5 class periods

END OF SEMESTER 2 - 60 class periods