

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

English 10
ACP, Honors
2026

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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

Things Fall Apart by Chinua Achebe

Jane Eyre by Charlotte Bronte

The Perks of Being a Wallflower by Stephen Chbosky

Lord of the Flies by William Golding

A Raisin in the Sun by Lorraine Hansberry

Tess of the d'Urbervilles by Thomas Hardy

Local Girls by Alice Hoffman

The Bean Trees by Barbara Kingsolver

Shoeless Joe by W.P. Kinsella

A Separate Peace by John Knowles

The Catcher in the Rye by JD Salinger

Our Town by Thornton Wilder

The Glass Menagerie by Tennessee Williams

A Streetcar Named Desire by Tennessee Williams

Black Boy by Richard Wright

Ethan Frome by Edith Wharton

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
A Raisin in the Sun by Lorraine Hansberry
Our Town by Thornton Wilder
The Glass Menagerie by Tennessee Williams
Ethan Frome by Edith Wharton

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
- *A Raisin in the Sun* by Lorraine Hansberry
- *The Glass Menagerie* by Tennessee Williams
- *A Streetcar Named Desire* by Tennessee Williams
- *Our Town* by Thornton Wilder

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
- *A Raisin in the Sun* by Lorraine Hansberry
- *The Glass Menagerie* by Tennessee Williams
- *A Streetcar Named Desire* by Tennessee Williams
- *Ethan Frome* by Edith Wharton

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
- *A Raisin in the Sun* by Lorraine Hansberry
- *Our Town* by Thornton Wilder
- *The Glass Menagerie* by Tennessee Williams
- *A Streetcar Named Desire* by Tennessee Williams

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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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.