

## **Sophomore Literature & Composition Course Curriculum**

### **Course Description:**

Sophomore Literature and Composition explores how students' reading and writing can empower them to make positive contributions to society and create change in the world. Centered on the themes of power and change, Sophomore Literature and Composition builds on the reading and writing skills of Freshman Literature and Composition. Students will read, analyze, and discuss texts as a whole class, and in small groups as well as sustain their independent reading. Students will read, analyze, and write critically about a variety of genres of literature including fiction, nonfiction, poetry and drama. They will also compose and revise creative pieces of nonfiction, fiction and poetry throughout the year. Unique to Sophomore Literature and Composition is the blended research paper where students will engage in a long-term research and writing project. Throughout the reading, writing and research, Sophomore Literature and Composition encourages students to examine how writers use language to create, construct, and change society.

Honors Sophomore Literature and Composition will use the same curricular structure and assessments as Sophomore Literature and Composition; however, the mastery of skills, the quality of final drafts, and the quantity of work within the units will be at a faster pace and more in depth. On analytical reading and writing assignments the primary difference is regular SLC students will focus on analysis and Honors SLC students will analyze and synthesize. With creative assignments regular SLC will focus on the writing skills/craft and honors SLC will focus on both writing craft and layers of meaning. As the year unfolds, all SLC students will be introduced to more advanced skills; however, honors students will be expected to show evidence of more advanced skills at the start of the year.

For example both regular and honors students will practice literary analysis and write analytical pieces (paragraphs, essays, etc.) regular SLC students will practice textual analysis on literature provided by the teacher. The written product will be an analysis of a text or texts. Honors students will be asked to not only analyze the text but to synthesize their analysis with other perspectives found by the students (independent research). Honors students will be asked to do the literary analysis work with fewer supports and in a quicker timeframe than regular SLC students.

### **Course Essential Questions:**

- How do I evolve as a reader, writer and thinker?
- Do ethics change? If so, when?
- Do morals change? If so, when?
- How do I use logic to question?
- How do I navigate conflict with integrity?
- How can stories change me, my community and the world?
- How do I use power to create change?

### **Course Enduring Understandings/DESE Power Standards:**

- READING:
  - Comprehend and Interpret Texts (Approaching Texts as a Reader)

- **10.RL.1.A & 10.RI.1.A:** Evidence/Inference
  - **10.RL.1.B & 10.RI.1.B:** Word Meanings
  - **10.RL.1.C & 10.RI.1.C:** Text Features
  - **10.RL.1.D:** Summarize/Theme
  - **10.RI.1.D:** Summarize/Claim
- Analyze Craft and Structure (Approaching Texts as a Writer)
  - **10.RL.2.A & 10.RI.2.A:** Structure
  - **10.RL.2.B & 10.RI.2.B:** Point of View
  - **10.RL.2.C & 10.RI.2.C:** Craft & Meaning
  - **10.RL.2.D:** Interaction & Meaning
  - **10.RI.2.D:** Argument/Evidence
- Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
  - **10.RL.3.A & 10.RI.3.A:** Text in Forms
  - **10.RL.3.B & 10.RI.3.B:** Relationships in Texts
  - **10.RL.3.C & 10.RI.3.C:** Historical Context
  - **10.RL.3.D & 10.RI.3.D:** Comprehension
- **WRITING:**
  - Approaching the Task as a Researcher
    - **10.W.1.A:** Research
  - Approaching the Task as a Writer
    - **10.W.2.A:** Development
  - Approaching the Task as a Reader
    - **10.W.3.A:** Revise & Edit
- **SPEAKING & LISTENING:**
  - Collaborating
    - **10.SL.1.A:** Conversations
    - **10.SL.1.B:** Questioning
    - **10.SL.1.C:** Viewpoints of Others
  - Presenting
    - **10.SL.2.A:** Verbal Delivery
    - **10.SL.2.B:** Nonverbal
    - **10.SL.2.C:** Multimedia

**Course Big Ideas:**

- *Power & Change*
  - Analyze & discuss author's craft
  - Closely read and annotate excerpted passages and/or companion texts
  - Apply reading skills and strategies
  - Engage in thematic discussions on essential questions

| Quarter 1                   | Literary Analysis & Nonfiction Writing                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                             | Reading                                                                                                                                                                                                 | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Missouri Learning Standards | <b>10.RL.1.A:</b> Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <b>10.W.2.A:</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.<br><br><b>10.W.3.A:</b> Review, revise, and edit writing with consideration for the task, purpose, and audience. |
|                             | <b>10.RL.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.                |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                             | <b>10.RI.3.D:</b> Read and comprehend informational text independently and proficiently.                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                             |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning Goal(s)            | I can find evidence to form my argument.                                                                                                                                                                | I can use direct and indirect characterization to capture and develop a character.                                                                                                                                                                                                                                                                                                                                                     |
|                             | I can use sources to support my argument and avoid plagiarism.                                                                                                                                          | I can create a strong controlling idea that directs the piece.                                                                                                                                                                                                                                                                                                                                                                         |
|                             | I can quote a source.                                                                                                                                                                                   | I can incorporate my writing tool box to create:<br>Mood, Tone, Point of View, & Setting                                                                                                                                                                                                                                                                                                                                               |
|                             | I can show the relationship between my evidence and my claim.                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>Curricular Resources</b> | Butler, <i>Kindred</i><br><b>OR</b><br>Shange, <i>Betsey Brown</i> |
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| <b>Quarter 2</b>                   | <b>Poetry &amp; Textual Analysis</b>                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                       |
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|                                    | <b>Reading</b>                                                                                                                                                                                                              | <b>Writing</b>                                                                                                                                                                                                                                                                                                        |
| <b>Missouri Learning Standards</b> | <b>10.RL.3.D:</b> Read and comprehend literature independently and proficiently.                                                                                                                                            | <b>10.W.2.A:</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |
|                                    | <b>10.RL.2.A:</b> Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.                                                                                   | <b>10.W.3.A:</b> Review, revise, and edit writing with consideration for the task, purpose, and audience.                                                                                                                                                                                                             |
|                                    | <b>10.RI.2.C:</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.                                                                                                                    | <b>10.W.3.A.a:</b> Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of the audience by making choices regarding organization and content.                    |
|                                    | <b>10.RI.1.D:</b> Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text. | <b>10.W.3.A.b:</b> Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning                                                                                                                                            |
|                                    | <b>10.RL.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.                                    | <b>10.W.3.A.c:</b> Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.                                                                                                                                     |
|                                    | <b>10.RL.1.A:</b> Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support                                                                                                          | <b>10.W.3.A.d:</b> Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.                                                                                                                                                                               |

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|                         | analysis of what the text says explicitly as well as inferences drawn from the text.                                                         | <b>10.W.3.A.e:</b> 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. |
|                         | <b>10.RL.1.C:</b> Interpret visual elements of a text and draw conclusions from them (when applicable).                                      |                                                                                                                                                                                                                                                               |
|                         | <b>10.RI.1.C:</b> Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |                                                                                                                                                                                                                                                               |
|                         | <b>10.RI.3.A:</b> Analyze how similar ideas or topics are portrayed in different media formats.                                              |                                                                                                                                                                                                                                                               |
|                         |                                                                                                                                              |                                                                                                                                                                                                                                                               |
| <b>Learning Goal(s)</b> | I can read for pleasure, for self-discovery, and for personal growth.                                                                        | I can generate a topic, theme, and message I’m invested in.                                                                                                                                                                                                   |
|                         | I can carefully select appropriate books to motivate and challenge me.                                                                       | I can use mentor texts for inspiration about style, content, and organization.                                                                                                                                                                                |
|                         | I can notice details and techniques of a writer while reading a text to evaluate their effectiveness.                                        | I can experiment with language and take risks with how I structure my writing.                                                                                                                                                                                |
|                         | I can make connections between what I am reading with other texts, myself, and the world.                                                    | I can create a poem with a strong, controlling idea.                                                                                                                                                                                                          |
|                         | I can explore and take risks with new genres and authors I’ve not read before.                                                               | I can make choices about form and structure                                                                                                                                                                                                                   |
|                         | I can be comfortable with confusion when I read and use strategies to clear up this confusion.                                               | I can make choices about which poetic elements to use to develop my poem’s meaning.                                                                                                                                                                           |
|                         | I can reflect on myself as a reader and set goals for continued growth and improvement.                                                      | I can avoid clichès to make my poem original.                                                                                                                                                                                                                 |
|                         | I can read challenging texts to: <ul style="list-style-type: none"><li>Decipher meaning</li></ul>                                            |                                                                                                                                                                                                                                                               |

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|                      | <ul style="list-style-type: none"><li>● Understand a writer’s purpose</li><li>● Explore a writer’s style</li><li>● Learn from my peers to keep an open mind and consider how others make meaning</li><li>● Learn a historical context and how that affects the meaning</li></ul> |  |
|                      | I can use reading to formulate an opinion.                                                                                                                                                                                                                                       |  |
| Curricular Resources | <b>Shakespeare</b> (select one) <ul style="list-style-type: none"><li>● <i>Romeo &amp; Juliet</i></li><li>● <i>Julius Caesar</i></li><li>● <i>Twelfth Night</i></li></ul>                                                                                                        |  |

| <b>Quarter 3</b>                   | <b>Blended Research Project</b>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |
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|                                    | <b>Reading</b>                                                                                                                                                                           | <b>Writing</b>                                                                                                                                                                                                                                                                                                       |
| <b>Missouri Learning Standards</b> | <b>10.RL.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | <b>10.SL.2.A:</b> Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners. |

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|  | <b>10.RI.3.B:</b> Evaluate how effectively two or more texts develop similar ideas/topics.                                                                                                              | <b>10.SL.2.B:</b> Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.                                                |
|  | <b>10.RL.2.C:</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.                                                                                                | <b>10.W.3.A:</b> Review, revise, and edit writing with consideration for the task, purpose, and audience.                                                                                                                                                                                          |
|  | <b>10.RL.3.D:</b> Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.                                                                                 | <b>10.W.3.A.a:</b> Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of the audience by making choices regarding organization and content. |
|  | <b>10.RI.1.A:</b> Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <b>10.W.3.A.b:</b> Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning                                                                                                                         |
|  | <b>10.RL.2.A:</b> Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.                                                               | <b>10.W.3.A.c:</b> Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.                                                                                                                  |
|  | <b>10.RI.2.B:</b> Analyze how an author uses rhetoric to advance point of view or purpose.                                                                                                              | <b>10.W.3.A.d:</b> Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.                                                                                                                                                            |
|  | <b>10.RI.2.D:</b> Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.              | <b>10.W.3.A.e:</b> 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.                                      |
|  | <b>10.RL.2.D:</b> Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.                                                                           | <b>10.W.1.A.a:</b> Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.          |
|  | <b>10.RI.3.D:</b> Read and comprehend informational text independently and proficiently.                                                                                                                | <b>10.W.1.A.b:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches                                                                                                                                                                      |

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|                         |                                                                                 | 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. |
|                         |                                                                                 |                                                                                                                                                                                                                                        |
| <b>Learning Goal(s)</b> | I can prepare content for a speaking event.                                     | I can search for answers to a self-generated question.                                                                                                                                                                                 |
|                         | I can consider the audience in determining how to deliver content.              | I can use multiple databases to find sources.                                                                                                                                                                                          |
|                         | I can set personal goals to help make the speaking event successful.            | I can evaluate a source to determine credibility.                                                                                                                                                                                      |
|                         | I can read for an author's purpose.                                             | I can gather multiple sources to answer my question.                                                                                                                                                                                   |
|                         | I can regulate my behavior to show respect for the speaker.                     | I can use a system for organizing my research findings.                                                                                                                                                                                |
|                         | I can navigate text features from a variety of genres.                          | I can develop research as an argument; I can use my research to take a stance.                                                                                                                                                         |
|                         | I can read a variety of genres in order to explore how an author makes meaning. | I can share what I learned from conducting my research and tailor my research.                                                                                                                                                         |
|                         | I can use reading strategies to help me comprehend.                             | I can use an appropriate organizational structure for my product and audience.                                                                                                                                                         |
|                         | I can transfer reading strategies to other disciplines.                         | I can synthesize ideas and sources to support my argument .                                                                                                                                                                            |
|                         | I can explore a writer's style.                                                 | I can apply / show evidence of my understanding of language conventions in my writing.                                                                                                                                                 |

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| <b>Curricular Resources</b> | Orwell, 1984<br><b>OR</b><br>McCarthy, <i>The Road</i> |
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| <b>Quarter 4</b>                   | <b>Literature Sets &amp; Fiction Writing</b>                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                    | <b>Reading</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Missouri Learning Standards</b> | <b>10.SL.1.A:</b> Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.                                                                                                                                                                                                                               | <b>10.W.2.A:</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.<br><br><b>10.W.3.A:</b> Review, revise, and edit writing with consideration for the task, purpose, and audience. |
|                                    | <b>10.SL.1.B:</b> Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                    | <b>10.SL.1.C:</b> Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                    | <b>10.SL.2.A:</b> Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|  | an understandable pace, avoiding verbal filler that might be distracting to listeners.                                                                                                                                                              |  |
|  | <b>10.SL.2.B:</b> Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience. |  |
|  | <b>10.RI.1.A:</b> Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                             |  |
|  | <b>10.RL.2.A:</b> Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.                                                                                                           |  |
|  | <b>10.RL.3.D:</b> Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.                                                                                                                             |  |
|  | <b>10.RL.1.B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.                                                            |  |
|  | <b>10.RI.2.B:</b> Analyze how an author uses rhetoric to advance point of view or purpose.                                                                                                                                                          |  |
|  | <b>10.RI.2.C:</b> Analyze the cumulative impact of specific word choices and syntax on meaning and tone.                                                                                                                                            |  |
|  | <b>10.RI.2.D:</b> Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning                                                           |  |

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|                         | <b>10.RI.3.D:</b> Read and comprehend informational text independently and proficiently. |                                                                                                       |
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| <b>Learning Goal(s)</b> | I can prepare content for a speaking event.                                              | I can use direct and indirect characterization to capture and develop a character throughout a story. |
|                         | I can consider the audience in determining how to deliver content.                       | I can create a strong controlling idea that directs the piece.                                        |
|                         | I can set personal goals to help make the speaking event successful.                     |                                                                                                       |
|                         | I can navigate conflict and tension respectfully.                                        |                                                                                                       |
|                         | I can use strategies to absorb verbal content.                                           |                                                                                                       |
|                         | I can listen to and consider new ideas that may conflict with my own opinions.           |                                                                                                       |
|                         | I can regulate my behavior to show respect for the speaker.                              |                                                                                                       |
|                         | I can read for pleasure, self-discovery, and personal growth.                            |                                                                                                       |
|                         | I can carefully select appropriate books for myself that motivate and challenge me.      |                                                                                                       |
|                         | I can notice details and techniques of a writer while reading.                           |                                                                                                       |
|                         | I can make connections between what I am reading and other texts, myself, the world.     |                                                                                                       |
|                         | I can explore and take risks with new genres and authors I've not read before.           |                                                                                                       |

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|                      | I can be comfortable with confusion when I read and use strategies to clear confusion.  |  |
|                      | I can reflect on myself as a reader and set goals for continued growth and improvement. |  |
|                      | I can annotate and maintain notes on a text to keep track of my thinking.               |  |
|                      | I can annotate for a specific purpose (theme, writer's craft, writer's purpose, etc.).  |  |
| Curricular Resources | <a href="#">Literature Sets</a>                                                         |  |