



English 10

St. Joseph Public Schools

Curriculum

2012 - 2013

## Year at a Glance

Name of Unit	Learning Goals	Essential Questions
<b>Unit One:</b> <b>Beginnings and Backgrounds: Our Literature, Our Lives</b>	<ul style="list-style-type: none"> <li>• Student will be able to practice writing as a recursive process</li> <li>• Students will be able to incorporate effective writing through use of 6+1 Traits</li> <li>• Analyze and annotate fiction and nonfiction texts effectively for understanding</li> <li>• Participate as an active member of the learning community through discussion—speaking and listening</li> <li>• Analyze cultural experiences reflected in works of American literature</li> </ul>	<ul style="list-style-type: none"> <li>• What do I believe/value and how will I stand up for what I believe/value?</li> <li>• How can I discover the truth about myself and others?</li> <li>• What power do I have as a writer and an individual to make positive change?</li> </ul>
<b>Unit Two:</b> <b>Beliefs and Values: Discovering the Self and Taking a Stand</b>	<ul style="list-style-type: none"> <li>• Identify narrative and literary elements in poetry and drama</li> <li>• Cite textual evidence to make inferences and draw conclusions</li> <li>• Clearly establish a convincing point of view and support it with evidence from texts, personal experiences, or prior knowledge.</li> <li>• Reflect on personal development with writing and revision process.</li> <li>• Analyze cultural experiences reflected in works of American literature</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What truths do we discover when we reflect on our own experiences and the experiences of others?</li> <li>• How do authors use literary elements to convey meaning and purpose?</li> <li>• What connections can we make among literary works, even across different genres?</li> </ul>
<b>Unit Three:</b> <b>The Struggle for Justice: Awareness, Appreciation, and Analysis</b>	<ul style="list-style-type: none"> <li>• Identify author’s purpose/theme and how it is achieved.</li> <li>• Recognize, define, and apply literary and writing terms to a literary text.</li> <li>• Continue to use associated steps of the writing process in a research setting.</li> <li>• Continue to practice and use writing skills/craft and terminology.</li> <li>• Analyze cultural experiences reflected in works of American literature</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What compromises of my integrity will I make in order to be accepted?</li> <li>• Where do I see satire in my own life and society?</li> <li>• How are we products of society?</li> <li>• What prejudices are we taught?</li> <li>• How can I influence positive changes in social behavior?</li> </ul>
<b>Unit Four:</b> <b>Epiphanies: From Innocence to Experience</b>	<ul style="list-style-type: none"> <li>• Use specific evidence from credible sources to support a topic, with emphasis on choosing evidence that makes the strongest argument</li> <li>• Develop an effective method of organization that present information logically</li> <li>• Demonstrate understanding of MLA guidelines for proper citation</li> <li>• Analyze cultural experiences reflected in works of American literature</li> <li>• Reflect on personal development with writing and revision process.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the American Dream and how has it evolved over time?</li> <li>• How do we realize our dreams and visions for the future, and how do we strive to achieve them?</li> <li>• What expectations do I have form myself, and how do I reconcile those with the expectations others have of me?</li> <li>• How do we learn and grow from our experiences?</li> </ul>

## Unit 1: Beginnings and Backgrounds: Our Literature, Our Lives

### Unit Overview: (Narrative Description of Unit Purpose)

The overarching goal of the first unit in English 10 is to establish a strong foundation for writing workshop at the sophomore level and to introduce American literature and its beginnings. During these initial weeks, the teacher will model effective writing workshop strategies, providing ample writing prompts related to memories and “Writing Territories.” As the unit title implies, students will spend time focusing on their writing and the tenets of Writing Workshop, reflecting upon their personal, individual roots and “backgrounds” Once a strong writing workshop community is established, students will explore the beginnings of American literature, namely, Native American and Puritan literature—therefore, reading workshop will build on the strong foundation of writing workshop. On a regular basis, students will explore their stances on current social issues through writing and reading timely nonfiction articles. By the end of this unit, the classroom should be a safe and informed writing community; likewise, a community that values both academic reading and recreational reading will be established. Students will review and practice specific skills of language and grammar/mechanics conventions, through mini lessons and the writer’s workshop experience. Students will review literary terminology, reading strategies, and the tenets of productive, constructive whole class and small group discussions, engaging in authentic reading comprehension practice. Additionally, students will be reacquainted with the SJHS library media center and access to research resources and texts for outside (recreational) reading.

### Learning Goals:

By the end of this unit, students will be able to

1. Analyze the characteristics of effective writing by reviewing exemplar writings and evaluating writing through range finding practices
2. Develop brainstorming techniques and pre-writing strategies
3. Incorporate imagery through concrete, specific word choice
4. Compose sophisticated introductions and effective conclusions
5. Determine audience, tone, and mood
6. Clearly establish a convincing point of view and support it with evidence from texts, personal experiences, or prior knowledge
7. Incorporate effective transitions between sub points
8. Use proper English conventions (spelling, grammar, punctuation, and capitalization)
9. Use technology to draft, revise, and publish writings
10. Utilize feedback from peer response groups (workshop) to aid in revision process
11. Reflect over your writing and revision process
12. Analyze and annotate fiction and nonfiction texts effectively for understanding
13. Participate as an active member of the learning community through discussion—speaking and listening

### Anchor Texts:

- Miller's *The Crucible*
- Short Puritan writings by writers such as, but not limited to, Bradstreet, Taylor, and Edwards
- Short Native American pieces
- Novel of student's choice with instructor guidance and approval
- Short nonfiction articles

### Key Concepts and Skills:

By the end of this unit, students will be able to

1. Read a variety of fictional texts—short stories, book excerpts, poetry, and an outside book of choice—which demonstrate effective writing, and identify use of detail, imagery, word choice, figurative language (simile, metaphor, personification) and other writing devices.
2. Analyze texts citing evidence to support how writing devices and structure create meaning, tone, and mood.
3. Determine the meaning of words and phrases (including figurative language) as they are used in a text.
4. Demonstrate understanding of what a text says (explicitly and inferentially) by restating, paraphrasing, summarizing, critiquing, or composing a personal response.
5. Read a variety of non-fiction texts, which discuss or demonstrate effective writing, and identify use of detail, imagery, word choice, figurative language, and other writing devices.
6. Analyze texts citing evidence to support how writing devices and structure of development create meaning, tone, and mood.
7. Determine author's purpose and how ideas are developed in particular sections of a text. Relate this to ways in which they would develop their own ideas.
8. Become familiar with and use 6 + 1 trait rubrics to evaluate writing and to create effective, original writing.
9. Use range finding exemplars to establish effective vs. ineffective writing: read, discuss, and rank papers according to rubric
10. Recognize and understand the parts of a paragraph: topic sentence, support, transitional words and phrases, clincher (or closing) sentence.
11. Respond to a variety of prompts (explain, analyze, describe, define, persuade, review, summarize, tell story).
12. Use all steps of a writing process:
  - a. *prewriting* (using a variety of strategies including chunking/clustering, listing, freewriting, journaling, imaging, interviewing, reflecting, questioning)
  - b. *drafting* (in class and at home; hand-written and typed)
  - c. *peer and self-assessment*
  - d. *revising* (self directed, teacher directed, response group directed), *editing* (same as above)
  - e. *polishing/editing/proofreading*
13. Write routinely over extended and short time frames for a variety of audiences and purposes.
14. Productively participate in writing response groups.

15. Use technology to produce and publish individual or shared writing products.
16. Productively participate in class discussions (small group and large group), expressing ideas clearly and concisely so that others can follow them, and productively build on the ideas of others through engaged listening.
17. Productively participate in writing response groups. They will be trained to effectively give and receive response using appropriate language. Students will revise their work using peer and teacher response as a guide for revision.
18. Change sentence fragments, run-on sentences, and commas splice sentences to correctly punctuated sentences.
19. Correctly use punctuation, with focus on semi-colons, colons, dashes, and hyphens.
20. Clarify meaning of figurative language and unknown words using reading strategies, context clues, reference materials
21. Use the following commonly confused words (Bear Words) correctly: a/an; a lot; anyway, their/they're/there; your/you're; who's/whose; its/it's; to/too/two; then/than; etc.
22. Demonstrate understanding of manuscript rules as prescribed by instructor.

### **Time Span: (Length of Unit)**

8-9 weeks

### **Assessment: (Methods Used for Formative and Summative)**

#### **Formative**

- Class discussion
- Quick writes
- Text-marking/annotating
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks

#### **Academic Vocabulary and Word Study**

##### **Writing and Reading Terminology**

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Teacher-prescribed writing techniques
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Showing vs. Telling

#### **Summative**

- 1 introductory writing piece with multiple drafts which show revision and editing
- 2 or more developed short writings (essays, descriptive, poetry)
- 1 or 2 pieces of writing related to independent reading
- Quizzes/Tests: punctuation, sentence structure, confused words (from list), language skill, effective writing traits, and literature.
- Compose a reflective piece on the unit's overall goals.

- Concrete/Specific vs. Abstract/General
- Imagery
- Figurative Language
- Literal Language
- Simile
- Metaphor
- Personification
- Tone

- Mood
- Summarizing
- Organizing/Chunking
- Hook/Introduction
- Clincher/Conclusion
- Purpose
- Audience
- Sentence Fragments
- Run-on Sentences
- Comma Splices
- Semi-colons
- Colon
- Dash
- Hyphen
- Title Punctuation
- Bear Words/Commonly Confused Words (a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than; etc.)
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)

#### Literary Movements

- Native Americanism
- Puritanism

#### Technology Terminology

- Home Directory
- Word Document
- PDF
- Google Docs/Google Drive
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert
- Various Web 2.0 Tools (ex. Weebly)
- Login and password information

### Common Core Standards Addressed:

READING: LITERATURE	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
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).
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.
<b>Integration of Knowledge and Ideas</b>	
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).

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).
<b>Range of Reading and Level of Text Complexity</b>	
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<b>READING: INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.
<b>Integration of Knowledge and Ideas</b>	
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.
<b>Range Reading and Level of Text Complexity</b>	
RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

<b>WRITING</b>	
<b>Text Types and Purposes</b>	
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.
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.
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.
<b>Production and Distribution of Writing</b>	
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>	
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.

<b>SPEAKING AND LISTENING</b>	
<b>Comprehension and Collaboration</b>	
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.

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.
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.
<b>Presentation of Knowledge and Ideas</b>	
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.
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 <a href="#">here</a> for specific expectations.)

<b>LANGUAGE</b>	
<b>Conventions of Standard English</b>	
L.9-10.1*	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2*	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Knowledge of Language</b>	
L.9-10.3*	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Vocabulary Acquisition and Use</b>	
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.5*	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Unit 2: Beliefs and Values: Discovering Self and Taking Stands

### Unit Overview: (Narrative Description of Unit Purpose)

The overarching goal of the second unit in English 10 is to continue to further the classroom environment established in Unit One, using the best practices of writer's workshop and reader's workshop, with a focus on the students' construction of and communication of their critical responses, both oral and written. In Unit Two, students will begin to write and think in increasingly critical ways, working to discover and then compose/construct their respective beliefs, values, critical stances, and critical responses. Students will not only respond to a variety of pieces of American literature, but will assert and support their own beliefs concerning related social traditions and cultural constructs. Students will explore their stances on current social issues, reading nonfiction articles. By the end of this unit, students will have reacted and responded to the American literature studied, through the lens of genre (novel, short story, and poetry), and literary periods (Rationalism, Dark Romanticism, Romanticism, Transcendentalism, and others. Socratic seminar practices will continue to be reviewed over the anchor text(s). Students will review and practice specific skills of language and grammar/mechanics conventions through mini lessons and the writer's workshop experience, with an emphasis on sentence and punctuation variety for effect. They will review literary terminology and reading strategies in the context of the pieces studied. Additionally, students will continue to visit the SJHS library media center to find outside sources and check out outside (recreational) reading materials.

### Learning Goals:

1. Analyze the author's choices in ordering events in a text
2. Identify stages of plot; analyze plot development
3. Identify literary elements such as symbolism, figurative language, and sound devices
4. Analyze the effects of narrative techniques, including foreshadowing, irony, and suspense
5. Identify narrative elements in poetry and drama
6. Cite textual evidence to make inferences and draw conclusions
7. Use precise words and phrases to convey meaning
8. Use context as a clue to meaning
9. Determine figurative and connotative meaning
10. Make cross-text comparisons from a variety of texts and audio/visual media
11. Analyze and interpret stories during Socratic seminar or small-group discussions
12. Develop brainstorming techniques and pre-writing strategies
13. Compose sophisticated introductions and effective conclusions
14. Determine audience, tone, and mood
15. Clearly establish a convincing point of view and support it with evidence from texts, personal experiences, or prior knowledge
16. Use proper English conventions (spelling, grammar, punctuation, and capitalization)
17. Use technology to draft, revise, and publish writings

18. Use feedback from peer response groups to aid in revision process
19. Reflect on your writing and revision process

### **Anchor Texts:**

- *April Morning* by Howard Fast (or other approved English 10 novels)
- Short stories, nonfiction selections, and poetry selections from *American Literature* (Holt McDougal) and from sources other than the textbook associated with the literary movements listed above  
Suggested authors: Poe, Hawthorne, Bryant, Dickinson, Whitman, Emerson, and Thoreau
- Short nonfiction articles

### **Key Concepts and Skills:**

1. In reading short story selections and anchor novel, use a variety of reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
2. Identify author's purpose or theme and how it is achieved; identify and discuss structure, style, and character development.
3. Recognize, define, and apply literary and writing terms to a literary text.
4. Recognize use of imagery, figurative language (metaphor, simile, personification) and how authors use these writing techniques to convey meaning.
5. Analyze key differences in the way a subject or scene is represented in works of two different mediums/genres.
6. Identify strong evidence from a text (short excerpts or specific examples) that support topic/assertion but are not already conclusions.
7. Demonstrate understanding of reading by restating, paraphrasing, summarizing, critiquing, or composing a personal response
8. Read nonfiction selections (essays and/or research articles related to literature) determining the central idea, author's purpose and point of view. Cite evidence to support what the text says explicitly and inferentially.
9. Continue to use all steps of the writing process as laid out in unit 1: *Prewriting drafting revising, editing, polishing*
10. Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing
11. Continue to practice and use writing skills/craft and terminology (show vs. tell; imagery; concrete vs. abstract; strong verbs, precise nouns; idea development; organization; voice; sentence fluency; word choice; tone; conventions)
12. Write concise summaries, supported opinions, short analyses in the form of single paragraph essays
13. Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
14. Assess strengths and weaknesses in writing by examining collection of own writing
15. Participate in Socratic seminars and/or class discussion related to short stories and anchor novel with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.)
16. Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others
17. Continue to practice skills from unit one: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and commas splice sentences to correctly punctuated sentences; use semi-colons; use colons to introduce a list or

quotation; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly. Combine sentences to avoid wordiness and redundancy.

18. Use the following commonly confused words (Bear Words) correctly: loose/lose, past/passed, quiet/quit/quit, hole/whole, knew/new, threw/through, weather/whether, etc.
19. Correctly punctuate titles (book, short story, poem, article, chapter, film)
20. Demonstrate understanding of manuscript rules as prescribed by instructor.
21. Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials
22. Acquire and use academic and domain-specific language
23. Make supported inferences and draw conclusions based on textual evidence.
24. Interpret the meaning of texts by drawing on cultural differences, personal experience, prior knowledge.
25. Evaluate the argument of a nonfiction piece: claims, valid reasoning, evidence.
26. Use technology to produce and publish individual or shared writing products.
27. Write routinely over extended and short time frames for a variety of audiences and purposes.
28. Use a variety of pre-reading and previewing techniques to effectively approach a text.
29. Use context clues, denotation, connotation to determine the meaning of unfamiliar words, ideas, expressions.

### Time Span: (Length of Unit)

9-10 Weeks

### Assessment: (Methods used for formative and summative)

#### Formative

- Class discussion/Socratic seminar
- Quick writes
- Text-marking/annotating
- Using rubrics to assess writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks

#### Summative

- 1-2 multi-paragraph piece(s) related to anchor text, *April Morning*
- 1 formal presentation associated with American poetry (using technology integration)
- 1-2 single paragraph pieces (related to literary movements)
- Grammar/language/usage quizzes (skills checks; mini lesson quizzes, both open and closed note)
- Quizzes associated with Commonly Confused (Bear) Words
- Reading quizzes (reading checks; reading comprehension with open book)
- 1 semester writing portfolio (comprised of 4-5 revised writings from the first semester as well as 1 metacognitive, reflective piece on the student's portfolio)
- Semester One exam

## Academic Vocabulary and Word Study

### Writing and Reading Terminology

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- alliteration
- aphorism
- audience
- author's purpose
- Bear Words/Commonly Confused Words (a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than; etc.)
- characterization
- Clincher/Conclusion
- Colon
- Comma Splices
- Concrete/Specific vs. Abstract/General
- conflict
- Dash
- euphemism
- figurative language (simile, metaphor, personification)
- foreshadowing
- Hook/Introduction
- hyperbole
- hyphen
- imagery
- irony
- literal language
- metaphor
- mood
- organizing/chunking
- oxymoron
- personification
- plot
- point of view
- purpose

- rubric
- run-on sentences
- semi-colons
- sentence fragments
- setting
- showing vs. telling
- simile
- summarizing
- suspense
- symbolism
- teacher-prescribed writing techniques
- themes and motifs
- title punctuation
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)
- writing process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)

### Literary Movements

- Rationalism
- Dark Romanticism
- Romanticism
- Transcendentalism
- Optional: other literary movements as prescribed by the teacher, like Naturalism)

### Technology Terminology

- Home Directory
- Word Document
- PDF
- Google Docs/Google Drive
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files

- Folders
- File Extension
- Bookmarking

- Copy/Paste/Insert
- Various Web 2.0 Tools (ex. Weebly)
- Login and password information

### Common Core Standards Addressed:

<b>READING: LITERATURE</b>	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
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).
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.
<b>Integration of Knowledge and Ideas</b>	
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.
<b>Range of Reading and Level of Text Complexity</b>	
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<b>READING: INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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).
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.
<b>Integration of Knowledge and Ideas</b>	
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.
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.

<b>Range Reading and Level of Text Complexity</b>	
RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

<b>WRITING</b>	
<b>Text Types and Purposes</b>	
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.
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.
<b>Production and Distribution of Writing</b>	
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>	
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.

<b>SPEAKING AND LISTENING</b>	
<b>Comprehension and Collaboration</b>	
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.
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.
<b>Presentation of Knowledge and Ideas</b>	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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 <a href="#">here</a> for specific expectations.)

<b>LANGUAGE</b>	
<b>Conventions of Standard English</b>	
L.9-10.1*	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2*	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Knowledge of Language</b>	
L.9-10.3*	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Vocabulary Acquisition and Use</b>	
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.5*	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Unit 3: The Struggle for Justice: Awareness, Appreciation, and Analysis

### Unit overview: (Narrative description of unit purpose)

The overarching goal of the third unit of English 10 is to continue to further the classroom environment established in Units One and Two, using the best practices of writer's workshop and reader's workshop, with a focus on the students' construction of and communication of their critical responses, both oral and written. In Unit Three, students will continue to write and think in increasingly critical ways, working to discover and then compose/construct their respective beliefs, values, critical stances, and critical responses. Students will not only respond to a variety of pieces of American literature, but will assert and support their own beliefs concerning related social traditions and cultural constructs while paying special attention to the social equalities and inequalities. More specifically, writing assignments will require students to integrate outside sources to support their ideas and theses (specifically with respect to their research project); therefore, the use of and MLA citing of outside sources—as direct quotations and as paraphrased material—will be reviewed and assessed. Students will explore their stances on current social issues by reading nonfiction articles. By the end of this unit, students will have read both fiction and non-fiction dealing with man's on-going sacrifices in the name of freedom; explored the impact of censorship, prejudice, and satire in literature and society. Unit Three will require students to participate in Socratic seminars over the anchor text(s). Students will review and practice specific skills of language and grammar/mechanics conventions through mini lessons and the writer's workshop experience, with an emphasis on sentence and punctuation variety for effect, supporting details, MLA citation, and plagiarism avoidance. They will review literary terminology and reading strategies in the context of the pieces studied. Students will visit the SJHS library media center to find an approved book for the Sophomore Reading Project. They will visit the library media center to check out outside (recreational) reading materials.

### Learning Goals:

1. Read *The Adventures of Huckleberry Finn* and a variety of short pieces (for example, "An Occurrence at Owl Creek Bridge," "The Luck of Roaring Camp," and "Chickamauga") using reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, summarizing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
2. Identify author's purpose/theme and how it is achieved; identify and discuss structure, style, and character development.



3. Make supported inferences and draw conclusions based on textual evidence.
4. Recognize, define, and apply literary and writing terms to a literary text.
5. Read nonfiction selections (essays, research articles, news stories, interviews, creative nonfiction stories) related to unit theme of a struggle for justice. Determine the central idea, author's purpose and point of view. Cite evidence to support what the text says explicitly and inferentially, and how the texts connect.
6. Continue to use associated steps of the writing process laid out in units 1 & 2.
7. Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing
8. Continue to practice and use writing skills/craft and terminology: (show vs. tell; imagery; concrete vs. abstract; strong verbs, precise nouns; idea development; organization; voice; sentence fluency; word choice; tone; conventions).
9. Write paraphrases, concise summaries, supported opinions, short analyses, in the form of single paragraph essays.
10. Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
11. Participate in Socratic seminars and/or class discussion.
12. Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others
13. Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials; analyze impact of word choice on meaning and tone.
14. Acquire and use academic and domain-specific language
15. Develop a thesis, complex and arguable
16. Develop an effective method of organization that presents the information logically (leaving them wanting to change their thinking, strongly agree with the writer, or even spring into action)
17. Identify and assess credible sources.
18. Demonstrate understanding of correct manuscript rules as prescribed by teacher and MLA guidelines for proper citation.
19. Recognize and be able to transition to writing a one-paragraph essay to writing a multi-paragraph essay with a teacher-support thesis statement and supporting paragraphs (teacher-supported organization); understand qualities of effective thesis statements; write effective opening paragraphs, and develop body paragraphs and short conclusions.

### Anchor Texts:

- *The Adventures of Huckleberry Finn* by Mark Twain
- Short stories, poems, and nonfiction selections (from *American Literature* by Holt McDougal or other sources)  
Suggested Authors: Twain, Chopin, London, Bierce, and Crane
- Short nonfiction articles
- Outside book of choice for Sophomore Reading Project

## **Key Concepts and Skills**

1. Read *The Adventures of Huckleberry Finn* and a variety of short pieces using reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, summarizing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
2. Identify author's purpose/theme and how it is achieved; identify and discuss structure, style, and character development.
3. Make supported inferences and draw conclusions based on textual evidence.
4. Interpret the meaning of texts by drawing on cultural differences, personal experience, prior knowledge.
5. Recognize, define, and apply literary and writing terms to a literary text.
6. Recognize use of imagery, figurative language (metaphor, simile, personification) and how authors use these writing techniques to convey meaning.
7. Read a book of choice outside of class (Sophomore Reading Project).
8. Read nonfiction selections (essays, research articles, news stories, interviews, creative nonfiction stories) related to unit theme of a struggle for justice. Determine the central idea, author's purpose and point of view. Cite evidence to support what the text says explicitly and inferentially, and how the texts connect.
9. Determine the meaning of words and phrases as they are used in a text; analyze impact of word choice on meaning and tone.
10. Continue to use associated steps of the writing process laid out in units 1 & 2.
11. Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing
12. Continue to practice and use writing skills/craft and terminology: (show vs. tell; imagery; concrete vs. abstract; strong verbs, precise nouns; idea development; organization; voice; sentence fluency; word choice; tone; conventions).
13. Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
14. Engage in one research activity related to the theme; locate information, present it using student's own words (summary and/or paraphrase), create MLA citation for the information.
15. Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.)
16. Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others
17. Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials.
18. Continue to practice skills from units one and two: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and comma splice sentences to correctly punctuated sentences; use semi-colons; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly; use commas after introductory dependent clauses and around parenthetical insertions
19. Use the following commonly confused words (Bear Words) correctly: accept/except, number/amount, fewer/less, good/well, etc.
20. Acquire and use academic and domain-specific language.
21. Demonstrate understanding of correct manuscript rules and MLA guidelines for citation

**Time Span: (Length of Unit)**

8-10 Weeks

**Assessment: (Methods used for formative and summative)****Formative**

- Class discussion
- Socratic seminar
- Quick writes
- Text-marking/annotating
- Assess student paraphrases and summaries
- Assess research sources and citations
- Using rubrics to assess writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks

**Academic Vocabulary and Word Study****Writing and Reading Terminology**

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- alliteration
- annotation
- aphorism
- argument
- audience
- author's purpose

**Summative**

- 1-3 poems or short prose pieces related to the overarching theme of A Struggle for Justice and/or the anchor text
- 1 reading comprehension test on the anchor text
- 1 writing relating to the anchor text
- Reading quizzes (reading checks; reading comprehension with open book)
- Grammar/language quizzes (sentence structure, punctuation, confused words)
- 1 "I Care" I-Search Inquiry Project, including
  - 1 topic paper (1-2 pages)
  - 1 outline/research notes
  - 1 research paper (4-5 pages)
  - 1 multimedia presentation associated with research topic
  - Add research findings to online portfolio (Weebly or other tool)
- Bear Words/Commonly Confused Words (a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than; etc.)
- characterization
- Clincher/Conclusion
- Colon
- Comma Splices
- Concrete/Specific vs. Abstract/General
- conflict
- credibility
- Dash



- descriptive details
- direct quotation
- euphemism
- figurative language (simile, metaphor, personification)
- foreshadowing
- Hook/Introduction
- hyperbole
- hyphen
- imagery
- in-text citation/parenthetical citation
- inferences
- irony
- literal language
- main idea
- metaphor
- mood
- organizational structure
- organizing/chunking
- oxymoron
- paraphrase
- personification
- plagiarism
- plot
- point of view
- purpose
- rubric
- run-on sentences
- semi-colons
- sentence fragments
- setting
- showing vs. telling

- simile
- summarizing
- support/evidence
- suspense
- symbolism
- teacher-prescribed writing techniques
- themes and motifs
- title punctuation
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)
- writing process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)

#### Literary Movements

- Regionalism
- Realism

#### Technology Terminology

- Home Directory
- Word Document
- PDF
- Google Docs/Google Drive
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert
- Various Web 2.0 Tools (ex. Weebly)
- Login and password information

### **Common Core Standards Addressed:**

<b>READING: LITERATURE</b>	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
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).
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.
<b>Integration of Knowledge and Ideas</b>	
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.
<b>Range of Reading and Level of Text Complexity</b>	
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>READING: INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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).
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.
<b>Integration of Knowledge and Ideas</b>	
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.
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.
<b>Range Reading and Level of Text Complexity</b>	
RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>WRITING</b>	
<b>Text Types and Purposes</b>	
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.

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.
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.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
<b>Production and Distribution of Writing</b>	
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.
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.
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>	
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.
<b>SPEAKING AND LISTENING</b>	
<b>Comprehension and Collaboration</b>	
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.
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.
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.
<b>Presentation of Knowledge and Ideas</b>	
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.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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 <a href="#">here</a> for specific expectations.)
<b>LANGUAGE</b>	
<b>Conventions of Standard English</b>	
L.9-10.1*	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2*	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Knowledge of Language</b>	
L.9-10.3*	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Vocabulary Acquisition and Use</b>	
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.5*	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Unit 4: Innocence to Experience: Epiphanies and the Evolving Self

### Unit overview: (Narrative description of unit purpose)

The overarching goal of the fourth unit of English 10 is to continue to further the classroom environment established in Units One, Two, and Three using the best practices of writer's workshop and reader's workshop, with a focus on the students' construction of and communication of their critical responses, both oral and written. In Unit Four, students will continue to write and think in increasingly critical ways, working to discover and then compose/construct their respective beliefs, values, critical stances, and critical responses. Students will not only respond to a variety of pieces of American literature with specific literary movements (e.g., Harlem Renaissance and Modernism), but will assert and support their own beliefs concerning related social traditions and cultural constructs while paying special attention to the social equalities and inequalities. More specifically, writing assignments will require students to integrate outside sources to support their ideas and theses (specifically with respect to their research project); therefore, the use of and MLA citing of outside sources—as direct quotations and as paraphrased material—will be reviewed and assessed. Students will explore their stances on current social issues by reading nonfiction articles. By the end of this unit, students will have read both fiction and non-fiction dealing with American society's struggles and joys in the context of appreciating daily life and “the pursuit of the American Dream.” Unit Four will require students to participate in Socratic seminars over the anchor text(s). Students will review and practice specific skills of language and grammar/mechanics conventions through mini lessons and the writer's workshop experience, with an emphasis on sentence and punctuation variety for effect, supporting details, MLA citation, and plagiarism avoidance. They will review literary terminology and reading strategies in the context of the pieces studied.

### Learning Goals:

1. Understand common elements of poetry
2. Understand the historical context and cultural influences of the Harlem Renaissance and Modernist period.
3. Interpret figurative language: hyperbole, simile, metaphor.
4. Use context as a clue to meaning
5. Analyze cultural experiences reflected in works of American literature
6. Determine a theme and analyze its development
7. Make cross-text comparisons from a variety of texts and audio/visual media
8. Continue to use associated steps of the writing process laid out in units 1, 2, & 3.



9. Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing
10. Continue to practice and use writing skills/craft and terminology: (show vs. tell; imagery; concrete vs. abstract; strong verbs, precise nouns; idea development; organization; voice; sentence fluency; word choice; tone; conventions).
11. Write paraphrases, concise summaries, supported opinions, short analyses, in the form of single paragraph essays.
12. Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
13. Participate in Socratic seminars and/or class discussion.
14. Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others
15. Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials; analyze impact of word choice on meaning and tone.
16. Acquire and use academic and domain-specific language
17. Develop a thesis, complex and arguable
18. Develop an effective method of organization that presents the information logically (leaving them wanting to change their thinking, strongly agree with the writer, or even spring into action)
19. Identify and assess credible sources.
20. Demonstrate understanding of correct manuscript rules as prescribed by teacher and MLA guidelines for proper citation.
21. Recognize and be able to transition to writing a one-paragraph essay to writing a multi-paragraph essay with a teacher-supported thesis statement and supporting paragraphs (teacher-supported organization); understand qualities of effective thesis statements; write effective opening paragraphs, and develop body paragraphs and short conclusions.

### Anchor Texts:

- Salinger's *The Catcher in the Rye* OR Kingsolver's *The Bean Trees*
- Porter's *Our Town* OR Hansberry's *A Raisin in the Sun*
- Poetry and nonfiction selections (from *American Literature*-Holt McDougal and other sources) focusing on Harlem Renaissance and Modernism
- *Write Source* as needed for writing reference and terms

### Key Concepts and Skills

1. Read numerous poems; determine what the piece says explicitly and inferentially; determine author's purpose and the ways in which it is developed; study imagery and figurative language, mood, tone, sound devices, line arrangement, sound devices; use evidence from text.
2. Read *The Catcher in the Rye/ The Bean Trees* and a variety of short pieces using reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, summarizing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
3. Identify author's purpose/theme and how it is achieved; identify and discuss structure, style, and character development.



4. Make supported inferences and draw conclusions based on textual evidence.
5. Interpret the meaning of texts by drawing on cultural differences, personal experience, prior knowledge.
6. Recognize, define, and apply literary and writing terms to a literary text.
7. Recognize use of imagery, figurative language (metaphor, simile, personification) and how authors use these writing techniques to convey meaning.
8. Read nonfiction selections (essays, research articles, news stories, interviews, creative nonfiction stories) related to unit theme. Determine the central idea, author's purpose and point of view. Cite evidence to support what the text says explicitly and inferentially, and how the texts connect.
9. Determine the meaning of words and phrases as they are used in a text; analyze impact of word choice on meaning and tone.
10. Continue to use associated steps of the writing process laid out in units 1, 2, & 3.
11. Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing
12. Continue to practice and use writing skills/craft and terminology: (show vs. tell; imagery; concrete vs. abstract; strong verbs, precise nouns; idea development; organization; voice; sentence fluency; word choice; tone; conventions).
13. Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
14. Continue to engage in initial research activity related to the theme; locate information, present it using student's own words (summary and/or paraphrase), create MLA citation for the information.
15. Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.)
16. Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others
17. Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials.
18. Continue to practice skills from units one, two, and three: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and comma splice sentences to correctly punctuated sentences; use semi-colons; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly; use commas after introductory dependent clauses and around parenthetical insertions
19. Use the following commonly confused words (Bear Words) correctly: accept/except, number/amount, fewer/less, good/well, etc.
20. Acquire and use academic and domain-specific language.
21. Demonstrate understanding of correct manuscript rules and MLA guidelines for citation

**Time Span: (Length of Unit)**

8 Weeks

## Assessment: (Methods used for formative and summative)

### Formative

- Class discussion
- Socratic seminar
- Quick writes
- Text-marking/annotating
- Assess student paraphrases and summaries
- Assess research sources and citations
- Using rubrics to assess writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks
- Read alouds
- Dramatic interpretation

## Academic Vocabulary and Word Study

### Writing and Reading Terminology

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- alliteration
- annotation
- aphorism
- argument
- audience
- author's purpose

### Summative

- 1-2 creative writing pieces
- 1-2 literary writing pieces
- Reading quizzes
- Grammar/language quizzes (sentence structure, punctuation, confused words)
- Assessment over Anchor Text (Socratic Seminar or Novel Test)
- (Continuation of the research paper from Unit Three) 1 "I Care" I-Search Inquiry Project, including
  - 1 topic paper (1-2 pages)
  - 1 outline/research notes
  - 1 research paper (4-5 pages)
  - 1 multimedia presentation associated with research topic
  - Add research findings to online portfolio (Weebly or other tool)
- 1 semester writing portfolio (comprised of 4-5 revised writings from the first semester as well as 1 metacognitive, reflective piece on the student's portfolio)
- 1 semester exam
- Bear Words/Commonly Confused Words (a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than; etc.)
- characterization
- Clincher/Conclusion
- Colon
- Comma Splices
- Concrete/Specific vs. Abstract/General
- conflict
- credibility



- Dash
- descriptive details
- direct quotation
- euphemism
- figurative language (simile, metaphor, personification)
- foreshadowing
- Hook/Introduction
- hyperbole
- hyphen
- imagery
- in-text citation/parenthetical citation
- inferences
- irony
- literal language
- main idea
- metaphor
- mood
- organizational structure
- organizing/chunking
- oxymoron
- paraphrase
- personification
- plagiarism
- plot
- point of view
- purpose
- rubric
- run-on sentences
- semi-colons
- sentence fragments
- setting
- showing vs. telling

- simile
- summarizing
- support/evidence
- suspense
- symbolism
- teacher-prescribed writing techniques
- themes and motifs
- title punctuation
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)
- writing process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)

#### Literary Movements

- Harlem Renaissance
- Modernism

#### Technology Terminology

- Home Directory
- Word Document
- PDF
- Google Docs/Google Drive
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert
- Various Web 2.0 Tools (ex. Weebly)
- Login and password information

**Common Core Standards Addressed:**

<b>READING: LITERATURE</b>	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
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).
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.
<b>Integration of Knowledge and Ideas</b>	
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.
<b>Range of Reading and Level of Text Complexity</b>	
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<b>READING: INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
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.
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.
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.
<b>Craft and Structure</b>	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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).
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.
<b>Integration of Knowledge and Ideas</b>	
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.
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.
<b>Range Reading and Level of Text Complexity</b>	

RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
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<b>WRITING</b>	
<b>Text Types and Purposes</b>	
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.
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.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
<b>Production and Distribution of Writing</b>	
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.
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.
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>	
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.

<b>SPEAKING AND LISTENING</b>	
<b>Comprehension and Collaboration</b>	
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.
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.
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.
<b>Presentation of Knowledge and Ideas</b>	
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.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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 <a href="#">here</a> for specific expectations.)

<b>LANGUAGE</b>	
<b>Conventions of Standard English</b>	
L.9-10.1*	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2*	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Knowledge of Language</b>	
L.9-10.3*	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Vocabulary Acquisition and Use</b>	
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.5*	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Completed by A. Radenbaugh, L. Hill, and S. Nye on June 17, 2013