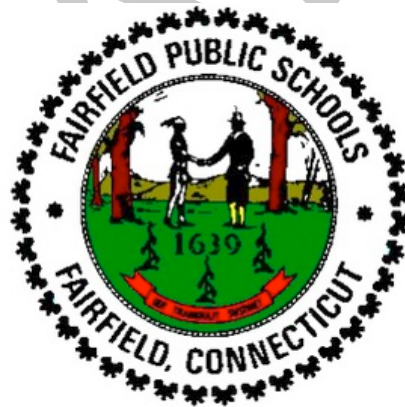


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Grade 10



Grade 10 English Overview

Description

Building on their development as readers and writers in 9th grade English, this course introduces students to serious academic inquiry and asks them to deepen and broaden their analytical thinking skills in their reading, writing and speaking as they explore major themes which ask them to consider their relationship to their emerging adult world.

The upper level 10th grade course assume students are able to work more independently, read more complex literature, complete longer assignments in reading, writing, and vocabulary study, and write more complex essays based on abstract and original thinking.

Grade 10 English Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Lost Innocence and Acquisition of Knowledge	<ul style="list-style-type: none"> recognize and analyze their own assumptions and question their thinking through collaboration. process and analyze ideas, literature, and class discussion through initial responses, note-taking, and 	<ul style="list-style-type: none"> connect with texts through initial written responses and extend that thinking through finalized written responses. develop individual thesis statements which demonstrate an understanding of the philosophical 	Review of major 9 th grade concepts	<p>Narrative</p> <ol style="list-style-type: none"> 1) This I Believe 2) Fictional/Personal tale of a change/realization <p>Argument Essay</p> <ol style="list-style-type: none"> 1) Lit. Analysis 2) Comment and argue against a classmate's interpretation of text <p>Informative-Explanatory (Lit Analysis)</p>

	<p>finalized responses.</p> <ul style="list-style-type: none"> ● apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts. ● recognize and analyze archetypal Paradise and Fall in literature. ● identify essential elements of allegory and determine how its conventions function in texts. ● demonstrate familiarity with words, unfamiliar to them, drawn from literary texts. ● demonstrate understanding of multiple symbolic, figurative, and metaphorical 	<p>concepts offered by a text.</p> <ul style="list-style-type: none"> ● integrate textual support in order to support and embellish their thesis statements. 		<p>1) This I Believe</p>
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	meanings of texts.			
2. Individual vs. Group	<ul style="list-style-type: none"> articulate their personal, social, and moral/ethical responsibilities. analyze the conflict between desire and responsibility in the lives of characters in literature. determine the psychological motivations of the characters as they try to resolve the conflicts within the texts. demonstrate how character is revealed through dialogue. apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts. 	<ul style="list-style-type: none"> connect with texts through initial written responses and extend that thinking through finalized written responses. develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text. integrate textual support in order to support and embellish their thesis statements. 	Passive and active voice Compound Sentences Colon and Semicolon	Argument Essay (Synthesis) or 1) <u>Book Review</u> Informative-Explanatory (Lit Analysis) Informative-Explanatory 1) feature article about a life issue

<p>3. What Constitutes Humanity?</p>	<ul style="list-style-type: none"> ● analyze connotations of the words civil, savage, darkness, third world, primitive, man, woman, human, beast ● analyze the ways that their individual cultural perspectives shape their reactions to literature. ● recognize that the text is a cultural construct and analyze the way in which the settings, characters, and conflicts reveal particular perspectives of the human experience. ● research outside 	<p>Informational Essay – Extended Literary Analysis</p>	<p>Sophisticated use of transitions</p>	<p>Argument Essay 1) Letter to change the world based on a social issue 2) Macbeth/Lady Macbeth change</p> <p>Informative-Explanatory (Lit Analysis) 1) Essay on a word in <i>Macbeth</i></p>

	<p>sources to challenge their perspectives and develop deeper interpretations of the texts.</p> <ul style="list-style-type: none"> • identify the elements of Shakespearian tragedy and understand how its conventions function in a dramatic work. 			
4. The Ideal Society	<ul style="list-style-type: none"> • identify how authors use literary devices such as tone, irony, and satire to construct social criticism. • distinguish between utopia and dystopia. • analyze dystopian literature as it relates to social commentary. 	Informational Essay that demonstrates an understanding of society and the individual's place in society	apostrophe with nouns possessive case with pronouns use of colon and semi-colon.	Informational Writing: Theme Essay Narrative Essay

	<ul style="list-style-type: none"> ● explain how dystopian literature illuminates the conflict between the individual and society. ● analyze social criticism in contemporary non-fiction. 			
5. Defining Love	<ul style="list-style-type: none"> ● identify prior understanding of love and deepen that definition with new concepts of love through texts which challenge the definitions of love. ● identify and analyze various kinds of love (familial, romantic, friendship, etc). ● identify the elements of 	Narrative Writing that mimics an author's style	place modifiers correctly. punctuate complex sentences.	Argument Writing in response to ideas from the text Narrative writing that mimics an author's style

	<p>Shakespearian comedy and understand how its conventions function in a dramatic work.</p> <ul style="list-style-type: none"> ● compare a classic love story to a modern adaptation of that story and articulate the devices artists use in order to make those adaptations. ● formulate thematic or philosophic questions from a text as they read. ● generate inquiry about those questions. ● recognize and use stylistic tools to enhance their personal voice in writing. ● explore 			
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	possibilities for defining love.			
6. Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflective	Review and self-assessment	Final Portfolio

Reading Resources <i>FPS Units of Study for Grade 10</i> Anchor Texts Book Club Texts by level	Writing Resources <i>FPS Units of Study for Grade 10</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden
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Grade 10 Overview: Reading and Writing		
Central Understandings Students will learn to: <ul style="list-style-type: none"> recognize and analyze their own assumptions and question their thinking through collaboration. process and analyze ideas, literature, and class discussions through initial responses, note-taking, and finalized responses. connect with texts through initial 	Course Essential Questions <ul style="list-style-type: none"> How do we understand what we read? How does literature enrich our lives? How do we write, speak, and present effectively? How do we use the English language appropriately to speak and write? 	Assessments: <ul style="list-style-type: none"> Fairfield Public Schools benchmark Reading Assessments Portfolio

<p>written responses and extend that thinking through finalized written responses.</p> <ul style="list-style-type: none">● demonstrate an understanding the multiple symbolic, figurative and metaphorical meanings of texts.● identify essential elements of allegory and determine how its conventions function in texts.● develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.● integrate textual support in order to support and embellish their thesis statements.● demonstrate through collaboration deductive thinking in highly effective, non-formulaic ways.● demonstrate familiarity with words, new to them, drawn from literary texts.● determine the psychological motivations of the characters as they try to resolve the conflicts within the texts.● demonstrate how the nuances of character is revealed through dialogue.● formulate thematic or philosophic	<ul style="list-style-type: none">● How is reading a strategy for writing and writing a strategy for reading?	
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<p>questions from a text as they read.</p> <ul style="list-style-type: none">● analyze connotations of words● analyze the ways that their individual cultural perspectives shape their reactions to literature.● recognize that the text is a cultural construct and analyze the way in which the settings, characters, and conflicts reveal particular perspectives of the human experience.● research outside sources to challenge their perspectives and develop deeper interpretations of the texts.● formulate thematic or philosophic questions from a text as they read.● recognize and use stylistic tools to enhance their personal voice in writing.● process and analyze ideas, texts, and collaboration through finalized responses to literature.● identify and analyze prior understanding of poetry and deepen that understanding with new concepts of poetry through texts (audio, visual, written) which challenge the definition of poetry.● build a vocabulary for style and craft in the genre of poetry.● recite a poem aloud, honoring		
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<p>punctuation, line breaks and intonation.</p> <ul style="list-style-type: none"> ● recognize and apply stylistic conventions of poetry. ● develop interpretations of poetry by learning to “savor” words and ideas. 		
<p>Standards Common Core State Standards</p>		<p>National Assessments: SBAC</p>

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Grade 10 Unit 1: Loss of Innocence

Unit Overview

By the end of the unit, students should be able to consider themes of knowledge acquisition and innocence lost. The writing experiences allow the students to flesh out their own experiences with this acquisition of knowledge. The readings are selected to mirror the growth into adulthood, a sort of ocean of the unknown, the sophomore student is entering. After looking “within” during the ninth grade “Identity” year, the students are invited to look “without,” into the shared experiences of the human condition.

As fourteen and fifteen year olds growing up in the America of the 21st century, students are broadening their experiences into their communities. For example, they might learn to drive. They are reflecting on their experiences with peers, such as a night out with an upper classman. As such, their experiences with loss of innocence and the acquisition of knowledge complement the themes of the text they read. As such, they have the background knowledge that allows for more nuanced close reading of the literature. Their writing is also richer because it is informed by both the literature, but in just as resonant a way, also the knowledge that comes from their experiences.

Performance tasks--the narrative based on themes of “awakening” or “exile” and essays expressing universal beliefs discovered in the process of navigating a possibly harsh world guide the students toward self-awareness.

Students will begin to consider how literary devices such as allusion; archetype, etc. can help them make sense of how art provides a record of humanity’s continual growth from innocence to experience.

Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written

Grammar, Usage, and Mechanics Focus

- Review of major 9th grade concepts

<p>writing</p> <ul style="list-style-type: none"> ● recognize and analyze their own assumptions and question their thinking through collaboration. ● process and analyze ideas, literature, and class discussion through initial responses, note-taking, and finalized responses. ● apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts. ● recognize and analyze archetypal Paradise and Fall in literature. ● identify essential elements of allegory and determine how its conventions function in texts. ● demonstrate familiarity with words, unfamiliar to them, drawn from literary texts. ● demonstrate understanding of multiple symbolic, figurative, and metaphorical meanings of texts. 	<p>responses.</p> <ul style="list-style-type: none"> ● develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text. ● integrate textual support in order to support and embellish their thesis statements. ● 	
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<p>Assessments Narrative Essay; Argument Essay; Informative-Explanatory</p>
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Common Core Standards Emphasized in the Unit

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.

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).

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.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

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

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

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

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

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

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

Grade 10 Unit 2: Individual vs. Group

Unit Overview

The tension between individuals and their societies provides a rich intellectual space for reading, writing and thinking. This unit explores those tensions. Students will consider how their personal desires are often in conflict with their explicit and implied responsibilities to their community, often mandated by the “powers that be.”

The texts chosen for this unit spotlight individuals who are forced to contemplate whether their personal desires are fitting to the needs of the community in which they reside. For example, the timeless struggle between parents and their children is encapsulated in the play *The Glass Menagerie*.

The writing assignments ask students to consider their communities and write to them, about them, and for them. For example, a informational feature article asks students to research and explain a topic relevant to the community in which they live.

Reading Focus

- articulate their personal, social, and moral/ethical responsibilities.
- analyze the conflict between desire and responsibility in the lives of characters in literature.
- determine the psychological motivations of the characters as they try to resolve the conflicts within the texts.
- demonstrate how character is

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.
- integrate textual support in order to support and embellish their thesis

Grammar, Usage, and Mechanics Focus

- Passive and active voice
- Compound Sentences
- Colon and Semicolon

<p>revealed through dialogue.</p> <ul style="list-style-type: none"> ● apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts. ● Using student questions to guide whole-class discussion and annotation of shared narrative text. 	<p>statements.</p> <ul style="list-style-type: none"> ● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely ● Relying on partners to help us edit and revise our work 	
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Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

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.

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).

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.
 Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

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

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

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

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

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

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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Grade 10 Unit 3: What Constitutes Humanity?

Unit Overview

As members of the human race, we can appreciate certain universal experiences and emotions. With each of these shared experiences come shared responses, reactions, and understandings. Students will share in an ongoing discussion about these notions as their increasing independence and introduction to the larger societies expand.

Performance Tasks-- argumentative letter to change the world based on a social issue as well as an argumentative paper discussing the way in which Macbeth and/or Lady Macbeth changes to illustrate the worst and best aspects of the human race. As students read texts, they might read through a critical lens of power, such as gender, class, and/or post-colonial theory in order to better appreciate how others in their shared community read not only text but the world with which they are becoming increasingly more involved. Such inspections of literature might complement the Common Core State Standards' call for reading texts of non-Western origin. Also, in reading *Macbeth*, the playwright's use of language affords the opportunity to teach author's craft using elements of writing such as diction, meter and rhythm, and characterization development.

Reading Focus

- Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing
- analyze connotations of the words civil, savage, darkness, third world, primitive, man, woman, human, beast
- analyze the ways that their individual

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.

Grammar, Usage, and Mechanics Focus

- Sophisticated use of transitions

<p>cultural perspectives shape their reactions to literature.</p> <ul style="list-style-type: none"> ● recognize that the text is a cultural construct and analyze the way in which the settings, characters, and conflicts reveal particular perspectives of the human experience. ● research outside sources to challenge their perspectives and develop deeper interpretations of the texts. ● identify the elements of Shakespearian tragedy and understand how its conventions function in a dramatic work. ● Using student questions to guide whole-class discussion and annotation of shared narrative text. 	<ul style="list-style-type: none"> ● integrate textual support in order to support and embellish their thesis statements. ● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely ● Relying on partners to help us edit and revise our work ● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely ● 	
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Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

- 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.

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).

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.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

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

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

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

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

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

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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Grade 10 Unit 4: The Ideal Society

Unit Overview

As we begin to progress, mature and interact with the world, we begin to see not only how people may not necessarily be considered “ideal,” but that society in and of itself sometimes do or doesn’t function and organize itself. The ideal is the goal, yet we sometimes fall short. This unit will explore that phenomenon.

The dystopian genre invites student to a space in which literature and reader converge to make meaning about societies and our place in them. The writing assignments allow students possible opportunities to pull together their thinking about these societal concepts and let those understandings inform the writing, such as a synthesis informative essay that addresses and delineates shared concepts or a narrative piece in which a current societal issue informs the creation of a short story.

The classic dystopian novels are not only a place of complex language that challenges readers, they also represent a layer of cultural context that informs an educated citizen of the 21st century United States. The writing opportunities of this unit allow student to reimagine ideas from the course in new constructs.

Reading Focus

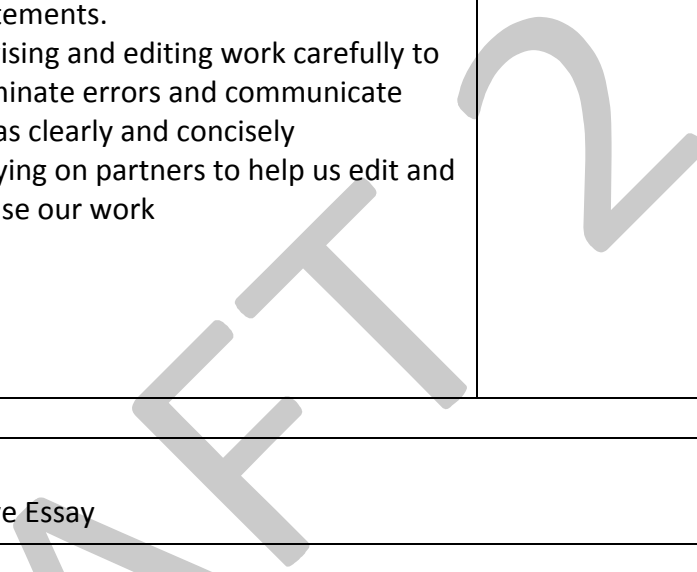
- Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing
- identify how authors use literary devices such as tone, irony, and satire to construct social criticism.
- distinguish between utopia and

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.

Grammar, Usage, and Mechanics Focus

- apostrophe with nouns possessive case with pronouns
- use of colon and semi-colon.

<p>dystopia.</p> <ul style="list-style-type: none"> ● analyze dystopian literature as it relates to social commentary. ● explain how dystopian literature illuminates the conflict between the individual and society. ● analyze social criticism in contemporary non-fiction. ● Using student questions to guide whole-class discussion and annotation of shared narrative text. 	<ul style="list-style-type: none"> ● integrate textual support in order to support and embellish their thesis statements. ● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely ● Relying on partners to help us edit and revise our work ● 	
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Assessments

- Literary Essay, Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

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.

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).

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.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

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

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

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

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

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

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

DRAFT

Grade 10 Unit 5: Defining Love

Unit Overview

- What is love?
- How is reading a strategy for writing and writing a strategy for reading?

Reading Focus

- identify prior understanding of love and deepen that definition with new concepts of love through texts which challenge the definitions of love.
- identify and analyze various kinds of love (familial, romantic, friendship, etc).
- identify the elements of Shakespearian comedy and understand how its conventions function in a dramatic work.
- compare a classic love story to a modern adaptation of that story and articulate the devices artists use in order to make those adaptations.
- formulate thematic or philosophic questions from a text as they read.
- generate inquiry about those questions.

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.
- recognize and use stylistic tools to enhance their personal voice in writing.
- integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and

Grammar, Usage, and Mechanics Focus

- place modifiers correctly.
- punctuate complex sentences.

<ul style="list-style-type: none"> • explore possibilities for defining love. 	<p>revise our work</p>	
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Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

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.

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).

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.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which

they are writing.

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

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

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

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

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

DRAFT 2

Grade 10 Unit 6: Reflecting

Unit Overview

At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

Reading Focus

- evaluate contents of literacy folder to determine portfolio entries.
- create a portfolio that demonstrates progress towards literacy goals and evidence of growth.
- articulate their evolution as writers and readers by sharing their portfolio with parent/guardian.
- analyze independently a theme common to more than one text.
- provide textual evidence to support interpretations of themes in their independent reading.

Writing Focus

- write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.

Grammar, Usage, and Mechanics Focus

- Review of major concepts

<ul style="list-style-type: none"> ● choose personally challenging independent reading selections and reflect upon these choices. ● create personal meaning from their independent reading. 		
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<p>Assessments</p> <ul style="list-style-type: none"> ● Portfolio

<p>Common Core Standards Emphasized in the Unit</p>
<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.9-10.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>