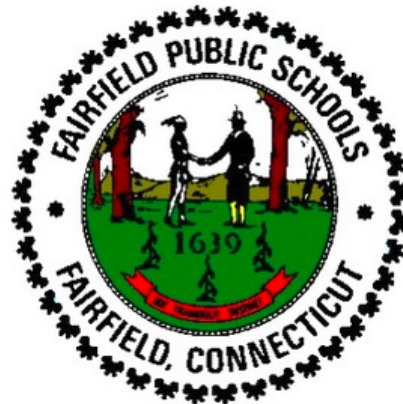


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Grade 10



Grade 10 English: Description

The goal of the Fairfield Public Schools English/Language Arts curriculum is to cultivate the reading and writing lives of all of our students.

Students in the Fairfield Public Schools are immersed in literacy through rich and rigorous learning experiences. Fairfield's philosophy for teaching reading, writing, communicating, and thinking is based on a balanced instructional approach. Building on their development as readers and writers in 9th grade English, this course introduces students to serious academic inquiry and asks students to deepen and broaden their analytical thinking skills in their reading, writing and speaking as they explore major themes in increasingly complex texts. Our comprehensive 10th grade English curriculum consists of all the aspects of communication including reading, writing, usage and mechanics, grammar, speaking and listening, vocabulary, and research.

The 10th grade reader closely reads complex texts. Our students are active and imaginative readers, who deepen their knowledge of not only what a text means but also how it produces meaning. The program focuses on: analyzing literary devices such as irony, foreshadowing, symbol, and figurative language; examining text structures, and applying literary lenses. Students read, discuss, and write about poems, short stories, novels, and plays written by classic and contemporary authors. Some authors that 10th graders study include: William Shakespeare, William Golding, Julia Alvarez, Tennessee Williams, Aldous Huxley, John Knowles, and Jane Austen.

The 10th grade writer deepens their competency in many types of writing including: narrative, informational, and argumentative forms. That said, students write primarily in response to what they read. Further, students deepen their knowledge of the essential skills of the writing process: planning for intended audiences and purposes, studying exemplary texts, drafting, elaborating, revising, reimagining, and editing for precision.

Emphasis is also placed on student participation in class discussions and formal seminars. Our 10th grade students reflect on and refine their individual discussion skills to deepen their comprehension of complex texts and ideas.

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

Grade 10 English: Overview

Central Understandings	Course Essential Questions
<ul style="list-style-type: none"> • Students analyze and respond in literal, critical, and evaluative ways to a variety of complex texts that are read, viewed, and heard. • Students apply the principles of literary theory to deepen their comprehension of texts. • Students express, develop, and substantiate ideas and experiences through their own writing, artistic productions, and researched presentations. • Students write routinely over extended time frames and shorter time frames to develop and strengthen their writing. • Students contribute to classroom discourse by listening actively, synthesizing the ideas of others, and responding critically. • Students write with clarity and accuracy by adhering to the language and conventions of Standard English. 	<ul style="list-style-type: none"> • How would we define a utopian society? • Has the concept of utopia changed over time and/or across cultures or societies? • What are the ideals (e.g., freedom, responsibility, justice, community, etc.) that should be honored in a utopian society? • Why do people continue to pursue the concept of a utopian society? • How do competing notions of what a utopian society should look like lead to conflict? • What are the purposes and/or consequence of creating and/or maintaining a dystopian society? • Is utopia attainable? At what cost would it be worth attaining? • What are essential elements of allegory and how do its conventions function in texts? • How does an author draw on and transform source material in a specific work? • How do grammar, usage, and mechanics impact a writer's message? • How do I evaluate the strengths and weaknesses of my own literacy growth and development? • How does collaboration extend, challenge, and broaden one's ideas? • What are the elements of an effective academic argument?

Grade 10 English: Overview

Grammar, Usage, Mechanics, and Vocabulary:

By the end of 9th grade, it is expected that students are able to demonstrate a mastery of grammar, usage, and mechanics concepts to be exhibited in 10th grade composition. During the beginning of the 10th grade school year, teachers briefly review issues of rhetoric in composition including but not limited to: levels of diction; syntax and sentence structure; sentence combining; active and passive voice; comma use in complex sentences; correct apostrophe use; subject verb agreement; and direct mastery of quotation, paraphrase, and summary. Students are expected to follow MLA formatting rules for all formal writing.

Vocabulary study is systematic, designed by teachers, and embedded into each unit. Vocabulary focus is on Tier 2 words – wide ranging words of high utility for literate language users. These are words that are more characteristic of written language and not so common in oral language/conversation (Hayes & Ahrens 1988). Further, students are taught advanced “word attack” strategies that include using context clues and reviewing appropriate Greek or Latin affixes and roots to determine the meaning of a word. Vocabulary study also includes Tier 3 words – domain specific words that are germane to the study of literature and literary theory (e.g. *dystopia*, *Satire*, *Colonialism*, etc.). Lists of these Tier 3 words are developed before each unit.

The Portfolio

The Fairfield Public Schools value active and self-reflective learning. To that end, all 10th graders assemble a culminating portfolio – a purposeful collection of their work that demonstrates their growth and progress as readers, writers, and thinkers over time. Students also write a final reflection of their academic development throughout their first year in high school. This final portfolio is sent home and students review their work with their parents. This culminating portfolio is then sent on to the student’s 11th grade English teacher. As students begin their 11th grade year, this portfolio serves as a valuable resource for both student and teacher as they collaborate on setting reading and writing goals for the coming year.

Teacher Resources

Image Grammar, 2nd Edition by H. Noden

Words, Words, Words Teaching Vocabulary 4-12 by J. Allen

Bringing Words to Life: Robust Vocabulary Instruction by I. Beck, M. McKeown, and L. Kucan

Grade 10 English: Year-at-a-Glance

Unit Title	Reading Focus	Writing Focus	Grammar/Usage/ Mechanic Focus	Summative Assessments
<p>The Lost Innocence and Acquisition of Knowledge</p>	<p>Process and analyze ideas, literature, and class discussion through initial responses, note-taking, and finalized responses</p> <p>Apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts</p> <p>Recognize and analyze archetypal paradise and fall in literature</p> <p>Identify essential elements of allegory and determine how its conventions function in texts</p> <p>Demonstrate understanding of multiple symbolic, figurative, and metaphorical meanings of texts</p>	<p>Connect with texts through initial written responses and extend that thinking through finalized written responses</p> <p>Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text</p> <p>Integrate textual support in order to support and embellish their thesis statements</p>	<p>Review of major 9th grade concepts</p> <p>Review of rhetorical issues in composition</p>	<p>Narrative Essay</p> <p>Informative-Explanatory (Literary Analysis)</p> <p>Reading Comprehension Assessment</p>
<p>Individual vs. Group</p>	<p>Articulate their personal, social, and moral/ethical responsibilities</p> <p>Analyze the conflict between desire and responsibility in</p>	<p>Connect with texts through initial written responses and extend that thinking through finalized written responses</p> <p>Develop individual thesis</p>	<p>Passive and active voice</p> <p>Compound Sentences</p> <p>Colon and Semicolon</p>	<p>Literary Argument (Synthesis)</p> <p>Informative-Explanatory (Thesis based Essay)</p>

	<p>the lives of characters in literature</p> <p>Determine the psychological motivations of the characters as they try to resolve the conflicts within the texts</p> <p>Apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts</p>	<p>statements that demonstrate an understanding of the philosophical concepts offered by a text</p> <p>Integrate textual support in order to support and embellish their thesis statements</p>		
<p>What Constitutes Humanity?</p>	<p>Analyze connotations of the words civil, savage, darkness, third world, primitive, man, woman, human, beast</p> <p>Analyze the ways that their individual cultural perspectives shape their reactions to literature</p> <p>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</p> <p>Research outside sources to challenge their perspectives and develop deeper</p>	<p>Formal Informational Essay – Extended Literary Analysis</p>	<p>Sophisticated use of transitions</p>	<p>Argumentative Essay</p> <p>Informative-Explanatory (Literary Analysis)</p> <p>Reading Comprehension Assessment</p>

	<p>interpretations of the texts</p> <p>Identify the elements of Shakespearian tragedy and understand how its conventions function in a dramatic work</p>			
The Ideal Society	<p>Identify how authors use literary devices such as tone, irony, and satire to construct social criticism</p> <p>Distinguish between utopia and dystopia</p> <p>Analyze dystopian literature as it relates to social commentary</p> <p>Explain how dystopian literature illuminates the conflict between the individual and society</p> <p>Analyze social criticism in contemporary non-fiction</p>	<p>Informational Essay that demonstrates an understanding of society and the individual's place in society</p>	<p>Apostrophe with nouns and the possessive case</p> <p>Use of colon and semi-colon</p>	<p>Informational Writing: Theme Essay</p> <p>Narrative Essay</p>
Defining Love	<p>Identify and analyze various kinds of love (familial, romantic, friendship, etc).</p> <p>Identify the elements of</p>	<p>Narrative writing that mimics an author's style</p> <p>Recognize and use stylistic tools to enhance their</p>	<p>Place modifiers correctly.</p> <p>Punctuate complex sentences.</p>	<p>Argument writing in response to ideas from the text</p> <p>Narrative writing that mimics</p>

	<p>Shakespearian comedy and understand how its conventions function in a dramatic work</p> <p>Compare a classic love story to a modern adaptation of that story and articulate the devices artists use in order to make those adaptations</p>	personal voice in writing		<p>an author's style</p> <p>Reading Comprehension Assessment</p>
<p>Reflecting on our Growth as Readers and Writers – Making Plans for Summer Literacy</p>	Evaluate contents of literacy folder to determine portfolio entries	Written self-reflective essay	Review and self-assessment	Final Portfolio

The Loss of Innocence and the Acquisition of Knowledge

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. Readings are selected to mirror the growth into adulthood that the sophomore student is entering. After looking “within” during the ninth grade year, students are invited to look “outward,” into the shared experiences of the human condition.

As fourteen and fifteen year olds growing up in 21st century America, students are broadening their experiences into their communities. For example, they might learn to drive, get a part-time job, or volunteer for community service. 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.

The narratives based on the 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 literature provides a record of humanity’s continual growth from innocence to experience.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing• Recognize and analyze their own assumptions and question their thinking through collaboration	<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 that demonstrate an understanding of the philosophical concepts offered by a	<ul style="list-style-type: none">• Review of major 9th grade concepts• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

<ul style="list-style-type: none"> • 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>text</p> <ul style="list-style-type: none"> • Integrate textual support in order to support and embellish their thesis statements • Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely 	
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Common Core Standards Emphasized in the Unit
<p>READING</p> <p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Craft and Structure</p>

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.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

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)

WRITING

Text Types and Purposes

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.

Production and Distribution of Writing

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

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. 9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues,

presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL. 9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

LANGUAGE

Conventions of Standard English:

L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 9-10.1a Use parallel structure.

L. 9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L. 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c Spell correctly.

Knowledge of Language:

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.

L. 9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

L. 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

L. 9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to

the meaning of a word or phrase.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L. 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

The Individual vs. Group

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	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<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	<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 that demonstrate an understanding of the philosophical concepts offered by a text• Integrate textual support in order to support and embellish their thesis statements	<ul style="list-style-type: none">• Passive and active voice• Compound Sentences• Colon and Semicolon• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

<p>symbolic, figurative and metaphorical meanings of texts</p> <ul style="list-style-type: none"> Using student questions to guide whole-class discussion and annotation of shared narrative text 	<ul style="list-style-type: none"> Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely 	
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Common Core Standards Emphasized in the Unit
<p>READING</p> <p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Craft and Structure</p> <p>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).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Integration of Knowledge and Ideas</p> <p>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)</p> <p>WRITING</p> <p>Text Types and Purposes</p>

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.

Production and Distribution of Writing

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

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. 9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL. 9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

LANGUAGE

Conventions of Standard English:

L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 9-10.1a Use parallel structure.

L. 9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c Spell correctly.

Knowledge of Language:

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.

L. 9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

L. 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

L. 9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L. 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

What Constitutes Humanity?

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.

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 examinations of literature complement the Connecticut Core Standards' call for reading texts of non-Western origin. Also, in reading *Macbeth*, Shakespeare's use of language affords the opportunity to analyze author's craft using elements of writing such as diction, meter and rhythm, and character development.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• 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 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	<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 that demonstrate an understanding of the philosophical concepts offered by a text• Integrate textual support in order to support and embellish their thesis statements• Revise and edit work carefully to eliminate errors and communicate ideas	<ul style="list-style-type: none">• Sophisticated use of transitions• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

<p>reveal particular perspectives of the human experience</p> <ul style="list-style-type: none"> • 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 • Analyze how an author draws on and transforms source material in a specific work 	<p>clearly and concisely</p>	
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Common Core Standards Emphasized in the Unit
<p>READING</p> <p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Craft and Structure</p> <p>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).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>

Integration of Knowledge and Ideas

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)

WRITING

Text Types and Purposes

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.

Production and Distribution of Writing

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

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. 9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL. 9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

LANGUAGE

Conventions of Standard English:

L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 9-10.1a Use parallel structure.

L. 9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c Spell correctly.

Knowledge of Language:

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.

L. 9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

L. 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

L. 9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in

a dictionary).

L. 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

The Ideal Society

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 does not function and organize itself. The ideal is the goal, yet we sometimes fall short. This unit will explore that paradox.

The dystopian genre invites student to a space in which literature and reader converge to make meaning about societies and our place in them. Writing assignments during this unit allow students opportunities to synthesize 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 essay 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. The writing opportunities of this unit allow student to reimagine ideas from the course in new constructs.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• 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 dystopia	<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	<ul style="list-style-type: none">• Apostrophe with the possessive case• Indefinite pronouns• Use of colon and semi-colon• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

<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 Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely 	
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Common Core Standards Emphasized in the Unit

READING

Key Ideas and Details

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.

Craft and Structure

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.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

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)

WRITING

Text Types and Purposes

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.

Production and Distribution of Writing

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

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. 9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL. 9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

LANGUAGE

Conventions of Standard English:

L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 9-10.1a Use parallel structure.

L. 9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c Spell correctly.

Knowledge of Language:

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.

L. 9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

L. 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

L. 9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- L. 9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L. 9-10.5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L. 9-10.5b** Analyze nuances in the meaning of words with similar denotations.
- 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.

Defining Love

Overview

Many great artists, Petrarch, Shakespeare, Austen, and others, have shaped the way we think about love today. In this unit, students conduct a close reading and formal analysis of the themes of ideal and romantic love across a variety of texts. Through this analysis, students will come to understand that literary love has many definitions, and that different authors, and artists, craft their stories in such a way that ask us to consider and reconsider our definition of love. Specifically, students will study the importance of love as a theme; the ways that love can “drive” the plot of a story; the role that “fate” plays in the success or failure of a narrative; and the literary elements that are crucial to the development of romantic tale. Towards the end of the unit, students will respond to the question: is there anything new about love in contemporary texts?

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<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 Shakespearean 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	<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 that 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• Revise and edit work carefully to eliminate errors and communicate ideas	<ul style="list-style-type: none">• Place modifiers correctly• Punctuate complex sentences• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

	clearly and concisely	
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Common Core Standards Emphasized in the Unit

READING

Key Ideas and Details

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.

Craft and Structure

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.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

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)

WRITING

Text Types and Purposes

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.

Production and Distribution of Writing

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

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. 9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL. 9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

LANGUAGE

Conventions of Standard English:

L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 9-10.1a Use parallel structure.

L. 9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c Spell correctly.

Knowledge of Language:

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.

L. 9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

L. 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

L. 9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L. 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

Reflecting on our Growth as Readers and Writers – Making Plans for Summer Literacy

Overview

Reading and writing truly does change the way that we look at the world. 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?

The end of the year is an important time for students, parents, and teachers to celebrate achievements – this unit proves the opportunity to do just that. During this unit, students review reading logs and notebooks as well as their writing folders to identify specific examples of how their reading and writing lives have developed.

Research demonstrates that the single best predictor of reading achievement is the amount of time spent reading. Therefore, as the school year comes to a close, this is an important time for students to craft plans for their reading and writing lives over the summer. Students consider where they might read and write, what they plan to read and write, and how much time they plan to spend reading and writing. These plans are discussed with teachers and parents and students decide on ways to measure the successful implementation of their plans.

As students prepare to complete their sophomore year of high school, the concluding lesson for all students is that one of the best ways to keep their summer reading lives exciting is to be passionate about whatever it is they plan to read.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Evaluate contents of literacy folder to determine portfolio entries.• Create a portfolio that demonstrates progress towards literacy goals and	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Review of major concepts

<p>evidence of growth.</p> <ul style="list-style-type: none"> • 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. • Choose personally challenging independent reading selections and reflect upon these choices. • Create personal meaning from their independent reading. 	<p>they have to grow in their effective, appropriate, and conventional use of language.</p>	
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<p>Connecticut Core Standards Emphasized in the Unit</p>
<p>READING</p> <p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Craft and Structure</p> <p>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).</p>

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

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)

Key Ideas and Details:

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.

Craft and Structure:

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.

Integration of Knowledge and Ideas:

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.

WRITING

Text Types and Purposes

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.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

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. 9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL. 9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger

ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

LANGUAGE

Conventions of Standard English:

L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 9-10.1a Use parallel structure.

L. 9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L. 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c Spell correctly.

Knowledge of Language:

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.

L. 9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

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