

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

ENGLISH 21

Board of Education Approved 05/23/2006

ENGLISH 21

Statement of Purpose

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.

Audience

10th grade students – honors level

Prerequisites

Successful completion of 9th grade English and teacher recommendation

Course Description

This course, designed around six thematic units, asks students to move beyond themselves and their own interests as they intellectually engage with large social and philosophical questions. Students learn that literature responds to the questions which life raises for them as they venture out into the world and serves as an impetus for their own growth. In this course, students develop as readers by focusing on literary craft as they analyze texts and create texts of their own. Students will analyze the craft of allegory, fiction, drama, and poetry and write formal pieces in each of these genres. Both their reading and writing experiences prepare students for taking a critical stance about literature. Students entering English 21 already demonstrate competence in expository, inventive, and narrative forms of writing as a means of responding to literature and supporting positions. In this course, through a developmental writing program, students will demonstrate an increasing appreciation of the ways in which authors' style inform meaning and express their appreciation in independent, inferential thinking. In addition to frequent informal writing assignments, designed to help students to process and develop their ideas and responses to literature, students will produce formal expository pieces, including thesis-driven essays, exploratory essays, narrative of thought essays, and research-based presentations.

Goals

Students will:

- connect works of literature to one another and larger social and philosophical question.
- develop and broaden the modes of writing with which they are proficient.
- recognize and appreciate writers' craft through literary analysis and apply that knowledge in their own writing.
- challenge their own perceptions and understandings through interaction with literature, writing, and participating in collaboration.
- focus on critical stance as they read texts and produce texts of their own.
- think inductively, deductively, and narratively as they read and write.
- collaborate to deepen and broaden individual thinking about texts and to evaluate ideas.
- develop and extend their love of language as they read and write.

Course Objectives

Students will be able to:

- 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 written responses and extend that thinking through finalized written responses.
- demonstrate an understanding the 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.
- explore the positive and negative outcomes of loss of innocence.
- 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.
- 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.
- analyze symbolic implications of elements of drama including setting, props, stage directions and music.
- formulate thematic or philosophic questions from a text as they read.
- distinguish between utopia and dystopia.
- 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.
- identify how authors use literary devices such as tone, irony, and humor to construct social criticism.
- 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 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 personal strengths and weaknesses with dimensions of CAPT Response to Literature.
- demonstrate proficiency in the dimensions of CAPT Response to Literature.
- analyze personal strengths and weaknesses for CAPT Editing and Revising.
- demonstrate proficiency for CAPT Editing and Revising.
- 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.
- recognize and use stylistic tools to enhance their personal voice in writing.
- explore possibilities for defining love.
- 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 punctuation, line breaks and intonation.
- recognize and apply stylistic conventions of poetry.
- develop interpretations of poetry by learning to “savor” words and ideas.
- determine what makes a poem “good”.

Skill Objectives

Students will:

- demonstrate understanding of compound sentences, including use of comma and semicolon.
- demonstrate appropriate use of passive and active voice.
- demonstrate appropriate use of the apostrophe with nouns and the possessive case with pronouns and the use of colon and semi-colon.
- demonstrate appropriate use of transitions in narrative, analytical, and persuasive writing.
- demonstrate test-taking strategies for CAPT Response to Literature and CAPT Editing and Revising.
- place modifiers correctly.
- punctuate complex sentences.
- demonstrate proficiency in using parallel structures.

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will identify, use and analyze text structures.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students will analyze the meaning of words and phrases in context.

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students recognize how literary devices and conventions engage the reader.

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

Students explore multiple responses to literature.

Students will develop a critical stance and cite evidence to support the stance.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will discuss how the experiences of a reader influence the interpretation of a text.

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will listen to or read a variety of genres to use as models for writing in different modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Information and Technology Standards – to be added

Essential Questions

- 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?

Focus Questions

- How is reading a strategy for writing and writing a strategy for reading?
- What is the relationship between the acquisition of knowledge and the loss of innocence?
- How do we reconcile individual desire and social responsibility?
- What is the ideal society?
- What constitutes humanity?
- What is love?
- What is the artist's relationship to society?

UNITS OF STUDY

Unit 1 - Acquisition of Knowledge and Loss of Innocence

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will identify, use and analyze text structures.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students will analyze the meaning of words and phrases in context.

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students recognize how literary devices and conventions engage the reader.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will listen to or read a variety of genres to use as models for writing in different modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- 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?

Focus Questions

- What is the relationship between acquisition of knowledge and loss of innocence?
- How is reading a strategy for writing and writing a strategy for reading?

Core Topic

- Acquisition of knowledge and loss of innocence

Unit Objectives

Students will be able to:

- 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.
- connect with texts through initial written responses and extend that thinking through finalized written 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.
- explore the positive and negative outcomes of loss of innocence.
- 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, unfamiliar to them, drawn from literary texts.
- demonstrate understanding of multiple symbolic, figurative, and metaphorical meanings of texts.

Skill Objective

Students will:

- demonstrate understanding of compound sentences, including use of comma and semicolon.

Assessments

- An original allegory based on loss of innocence
- Literary analysis, demonstrating deductive thinking

Pacing

5-6 weeks

Unit 2 - Individual Desire and Social Responsibility

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will identify, use and analyze text structures.

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students recognize how literary devices and conventions engage the reader.

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will listen to or read a variety of genres to use as models for writing in different modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- 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?

Focus Questions

- How do we reconcile individual desire and social responsibility?
- How is reading a strategy for writing and writing a strategy for reading?

Core Topic

- Conflict between individual desire and social responsibility

Unit Objectives

Students will:

- 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 written responses and extend that thinking through finalized written responses.
- 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.
- analyze symbolic implications of elements of drama including setting, props, stage directions and music.
- formulate thematic or philosophic questions from a text as they read.
- apply their understanding of multiple symbolic, figurative and metaphorical meanings of 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.

Skill Objective

Students will:

- demonstrate appropriate use of passive and active voice.

Assessments

- Original dramatic scene
- Literary analysis, demonstrating deductive thinking

Pacing

5- 6 weeks

Unit 3 - The Ideal Society

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will identify, use and analyze text structures.

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students recognize how literary devices and conventions engage the reader.

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will listen to or read a variety of genres to use as models for writing in different modes.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- 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?

Focus Questions

- What is the ideal society?
- How is reading a strategy for writing and writing a strategy for reading?

Core Topic

- The ideal society

Unit Objectives

Students will:

- 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.
- 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.
- explain how dystopian literature illuminates the conflict between the individual and society.
- analyze social criticism in contemporary non-fiction.
- connect with texts through initial written responses and extend that thinking through finalized responses.

Skill Objective

Students will:

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

Assessments

- Visual presentation using technology (e.g. PowerPoint, video) which asks students to look critically at a society
- Written and/or spoken text for visual presentation

Pacing

4 weeks

Unit 4 - Understanding of What Constitutes Humanity

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will identify, use and analyze text structures.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students will analyze the meaning of words and phrases in context.

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students recognize how literary devices and conventions engage the reader.

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will discuss how the experiences of a reader influence the interpretation of a text.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will research information from multiple sources for a specific purpose.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- 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?

Focus Question

- What constitutes humanity?

Core Topic

- Understanding of what constitutes humanity

Unit Objectives

Students will be able to:

- 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 written responses and extend that thinking through finalized written responses.
- 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 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.

Skill Objective

Students will:

- demonstrate appropriate use of transitions in narrative, analytical, and persuasive writing.

Assessment

- Research-based analysis

Pacing

5-6 weeks

Unit 5 - Responding to Literature and Editing and Revising

English Standards

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students explore multiple responses to literature.

Students will develop a critical stance and cite evidence to support the stance.

Essential Questions

- How does literature enrich our lives?

Focus Question

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

Core Topic

- Responding to Literature and Editing and Revising

Unit Objectives

Students will be able to:

- analyze personal strengths and weaknesses with dimensions of CAPT Response to Literature.
- demonstrate proficiency in the dimension of CAPT Response to Literature.
- analyze personal strengths and weaknesses for CAPT Editing and Revising.
- demonstrate proficiency for CAPT Editing and Revising.

Skill Objective

Students will:

- demonstrate test-taking strategies for CAPT Response to Literature and CAPT Editing and Revising.

Assessments

- CAPT practice tests – Response to Literature and Editing and Revising
- Original short story in CAPT style

Pacing

2-3 weeks

Unit 6 - Defining Love

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will identify, use and analyze text structures.

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students recognize how literary devices and conventions engage the reader.

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- 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?

Focus Questions

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

Core Topic

- Defining love

Unit Objectives

Students will be able to:

- 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 written responses and extend that thinking through finalized written responses.
- 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.
- recognize and use stylistic tools to enhance their personal voice in writing.
- explore possibilities for defining love.
- process and analyze ideas, texts, and collaboration through initial and finalized responses to literature.

Skill Objectives

Students will:

- place modifiers correctly.
- punctuate complex sentences.

Assessments

- Original adaptation of a classic love story
- Narrative of thought, drawing on ideas expressed in the text

Pacing

6 weeks

Unit 7 - The Nature of Art

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will identify, use and analyze text structures.

Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.

Students recognize how literary devices and conventions engage the reader.

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- 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?

Focus Questions

- What is the artist's relationship to society?
- How is reading a strategy for writing and writing a strategy for reading?

Core Topic

- The nature of art

Unit Objectives

Students will be able to:

- 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 written responses and extend that thinking through finalized written responses.
- 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 punctuation, line breaks and intonation.
- recognize and apply stylistic conventions of poetry.
- develop interpretations of poetry by learning to “savor” words and ideas.
- determine what makes a poem “good”.

Skill Objective

Students will:

- demonstrate proficiency in using parallel structure.

Assessments

- Original poetry
- Narrative of thought, drawing from the ideas expressed in text

Pacing

4 weeks

Texts such as:

Unit 1

- *Life of Pi*
- *A Separate Peace*
- “Poison Tree”
- “Songs of Experience” segments
- “”Young Goodman Brown”
- “Uphill”
- “Sunrise on the Veldt”
- “Traveling through the Dark”
- “Of the Coming of John”
- *The Book of Genesis*
- “Axolootll”

Unit 2

- *Ethan Frome*
- *The Age of Innocence*
- *The Glass Menagerie*
- “Eveline”
- *A Tale of Two Cities*
- “Trifles”
- “Roman Fever”
- “Man in the Case”
- “Riding the Whip”
- *A Room of One’s Own*
- “Where I Lived and What I Lived For”
- “Self-Reliance”

Unit 3

- *Brave New World*
- *1984*
- *The Handmaid’s Tale*
- “Tulips”
- “Notes on Nationalism”
- “Politics and the English Language”
- “Drill, Drill, and Chill”

Unit 4

- *Macbeth*
- *Julius Caesar*
- *Things Fall Apart*
- “The Second Coming”

Unit 5

- selected short stories

Unit 6

- *Pride and Prejudice*
- *The Color Purple*

- *Twelfth Night*
- Ancient love stories and myths
- *Moulin Rouge/ Casablanca*

Unit 7

- selected poetry

TENTH GRADE LOOK AT THE LEARNER

In understanding the tenth grade learner, it is helpful to remember that developmentally there are more similarities between the ninth and tenth grader than there are differences for a good part of the tenth grade year. The fifteen-year-old tenth graders, like the fourteen-year-old ninth graders, are influenced by the physical changes of adolescence and the search for identity and independence. The tenth graders enter as freshmen and leave as juniors.

Yet, teachers of ninth and tenth grade see some obvious differences in the behavior of each group. Perhaps the most obvious difference is in attitude. The September ninth graders enter the classroom with anxiety and some trepidation; the tenth graders enter with a sense of place and greater self-confidence. A tenth grader has a bit more independence but no fear of college. They do not have many external obligations (e.g., employment, college search.), and so much of their time is spent where they like it---with friends, sports, and hobbies. This difference may be attributed to the tenth graders' identification with a fairly well- defined personal reference group which has a strong influence in determining their values, their behavior, and their academic performances. Having this sense of place in the school community and having a greater sense of self, the tenth graders are empowered to venture forth with greater confidence and with greater independence into the realm of inquiry, speculation, and collaboration.

As teachers of the tenth grade, it is important to recognize that the most viable context for the learners is a social one. They have learned how to collaborate and now participate even more effectively because they have developed more confident classroom voice. Moreover, the tenth grade learners seem to be ready to move from establishing their own points of view to encountering the ambiguity that results from opposing viewpoints raised during class discussions. Tenth grade seems to be a time when students are most interested in the notion and act of dissent. Initially, they see issues in simplistic terms i.e.: good or bad / right or wrong. They have a tendency to reduce dissent to a personal attack and to see others' dissent as a personal attack. Therefore, the teacher needs to capitalize on this interest while educating students about dissent by channeling students' willingness to disagree into effective, truly democratic debate with texts, with each other, and with the teacher. In helping students to tolerate ambiguity, before forming an individual interpretation or evaluation, the teacher is helping them to grow as thinkers and learners and to become aware of their own thought/belief system.

For the teacher, the challenge rests not just in devising lessons which allow for dialogue through which independent thought may be shaped; it rests more in creating situations and assignments where learners encounter and are taught the responsibility to use diverse, alien, and sometimes ambiguous viewpoints.

Ultimately, tenth grade is a time of upheaval – it is a quest to find self in the face of so many competing, questioned beliefs. It is an initiation into adulthood as they acquire driving licenses and begin “real” dating, “real” work, and “real” freedom. Students often redefine their peer group and their place in that group, as the pressures from academics, as well as from typical teenage interactions, increase. Recognizing this time in students' lives, the English program emphasizes strategies for exploring the world of ideas in order to shape thoughtful choices---as readers, writers, and thinkers.