



Grade 10 English/Language Arts
School City of East Chicago
Central High School

Grade 10 English/Language Arts

Units of Study

Unit 1:	Science Fiction: Literary Analysis	🕒	Quarter 1
Unit 2:	Literary Analysis: Informative Writing	🕒	Quarter 1
Unit 3:	Nature vs. Nurture	🕒	Quarter 2
Unit 4:	Nature vs. Nurture: Argumentative Writing	🕒	Quarter 2
Unit 5:	Analyzing Rhetoric	🕒	Quarter 3
Unit 6:	Rhetorical Analysis: Focus on Writing	🕒	Quarter 3
Unit 7:	Julius Caesar	🕒	Quarter 4
Unit 8:	Conclusion: Literary Analysis	🕒	Quarter 4

Appendices

Appendix A: Proficiency Scale Template

Appendix B: Curriculum Refinement Form

Standards Breakdown

Green: Priority Standards

Pink: Supporting Standards

Gray: Additional Standards

		UNITS							
		1	2	3	4	5	6	7	8
ML	2.1				●				
	2.2								
Reading Literature	2.1								●
	2.2	●							
	2.3	●							
	3.1							●	
	3.2							●	
	4.1							●	
	4.2	●	●					●	
Reading Nonfiction	2.1		●				●		
	2.2			●		●			
	2.3			●			●		
	3.2			●		●			
	3.3			●	●				●
	4.1				●	●		●	
	4.2						●		
	4.3								
Reading Vocabulary	2.1	●							
	2.3							●	
	2.4								
	2.5								
	3.1								
	3.2					●			
	3.3							●	
Speaking and Listening	2.1		●						
	2.2								
	2.3				●				
	2.4								
	2.5								
	3.1				●				
	3.2								
	4.1								●
4.2								●	
Writing	3.1				●				
	3.2		●				●		●
	3.3								
	4								
	5					●	●		
	6.1b								
	6.1e								
6.2b									

<p>General Description of the Unit Unit 1: Students will begin the year with the exploration of science fiction to strengthen their literary analysis skills.</p>		
<p>Priority Standards</p> <ul style="list-style-type: none"> ● 9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details. ● 9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> ● 9-10.RL.2.3: Analyze how dynamic 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. ● 9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> ● 9-10.RL.2.2 ● 9-10.RL.4.2 ● 9-10.RV.2.1 	<p>Assessments Students will select an essential question to answer by synthesizing themes from the texts read during this unit.</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Literary texts often contain multiple themes that reveal universal truths about life and the world. ● Skillful readers rely on a variety of context clues to create meaning. ● A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative. ● Many pieces of literature are inspired by, based on, or allude to earlier works. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Just because we can, should we? ● What are the dangers of technological advancement? ● What does it mean to be human? ● How are impacted by our connection to others? Or lack of connection to others? ● How can science go wrong? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> ● can analyze in detail the development of themes or central ideas in a work of literature. (9-10.RL.2.2) ● I can analyze how the themes or central ideas are shaped by specific details. (9-10.RL.2.2) ● I can use context to determine the meaning of words and phrases. (9-10.RV.2.1) 	<p>Related Concepts</p> <ul style="list-style-type: none"> ● I can analyze how dynamic characters develop in a text. (9-10.RL.2.3) ● I can analyze how dynamic characters interact with other characters. (9-10.RL.2.3) ● I can analyze how dynamic characters advance the plot or develop the theme. (9-10.RL.2.3) ● I can analyze and evaluate how works of literature draw on themes, patterns of events, or character types from myths, traditional stories, or religious works. (9-10.RL.4.2) ● I can analyze and evaluate how a work of literary or cultural significance is rendered new. (9-10.RL.4.2) 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● allusion ● analyze ● archetype ● central idea ● connotation ● context ● denotation ● dynamic character ● myth ● plot ● static character ● theme
<p style="text-align: center;">Resources</p>		
<p>Fiction Texts</p> <ul style="list-style-type: none"> ● Novel: <i>Frankenstein</i> by Mary Shelley ● Short Story: <i>Sound of Thunder</i> by Ray Bradbury ● Short Story: <i>Cold Equations</i> by Tom Godwin ● Novel: <i>Robot Dreams</i> by Isaac Asimov 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> ● Essay: The Coming Merging of Mind and Machine by Ray Kurzweil 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> ●

- **Short Story:** *Thou Art Mindful of Him* by Asimov

School Resources

Textbook

Formative Assessments

General Description of the Unit

Unit 2: Using the texts from the previous unit, students will compose a literary analysis.

Priority Standards

- **9-10.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.
- **9-10.W.3.2:** Write informative compositions in a variety of forms that –
 - 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.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - 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).

Supporting Standards

- **9-10.RL.4.2:** Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.
- **9-10.SL.2.1:** Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.

Proficiency Scales

- [9-10.RL.4.2](#)
- [9-10.RN.2.1](#)
- [9-10.W.3.2](#)

Assessments

Students will write an analysis of a text’s theme in which they discuss how the author develops the theme throughout the text. In their composition, students will cite textual evidence.

Enduring Understandings

- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure.
- **Many pieces of literature are inspired by, based on, or allude to earlier works.**
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.

Essential Questions

- How does an author develop a text’s theme?
- How does the setting contribute to the theme/mood/tone?
- How does the time period impact your interpretation of the story?
- How does a text’s context impact it’s meaning?
- How is the theme impacted by the character’s decisions?

Key Concepts

- I can identify details that are explicitly stated in the text. (9-10.RN.2.1)
- I can make inferences based on textual evidence. (9-10.RN.2.1)

Related Concepts

- **I can analyze and evaluate how works of literature draw on themes, patterns of events, or character types from myths, traditional stories, or religious works. (9-10.RL.4.2)**

Vocabulary

- allusion
- analysis
- archetype
- cite
- clarify
- concise

<ul style="list-style-type: none"> • I can use strong and thorough textual evidence to support my inferences and interpretation. (9-10.RN.2.1) • I can write informative compositions in a variety of forms. (9-10.W.3.2) • I can write an introduction that previews what is to follow and organizes ideas. (9-10.W.3.2) • I can include formatting, graphics, and multimedia when useful. (9-10.W.3.2) • I can use relevant facts, definitions, details, quotes, and examples from various sources to develop my topic. (9-10.W.3.2) • I can use appropriate and varied transitions. (9-10.W.3.2) • I can choose language and content-specific vocabulary to express ideas precisely and concisely. (9-10.W.3.2) • I can establish and maintain a style appropriate to the purpose and audience. (9-10.W.3.2) • I can write a conclusion. (9-10.W.3.2) 	<ul style="list-style-type: none"> • I can analyze and evaluate how a work of literary or cultural significance is rendered new. (9-10.RL.4.2) • I can initiate and contribute to a variety of collaborative discussions. (9-10.SL.2.1) • I can express my ideas concisely and persuasively in a discussion. (9-10.SL.2.1) • I can use the ideas of others as a baseline for adding my own ideas. (9-10.SL.2.1) • I know when to listen to my peers and when to respond. (9-10.SL.2.1) 	<ul style="list-style-type: none"> • conclusion • consensus • delivery style • evidence • explicit • inference • informative • initiate • interpretation • introduction • myth • perspective • persuasive • redundant • style • textual evidence • theme • tone • transition
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> • Novel: <i>Frankenstein</i> by Mary Shelley • Short Story: <i>Sound of Thunder</i> by Ray Bradbury • Short Story: <i>Cold Equations</i> by Tom Godwin • Novel: <i>Robot Dreams</i> by Isaac Asimov • Short Story: <i>Thou Art Mindful of Him</i> by Asimov 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Essay: <i>The Coming Merging of Mind and Machine</i> by Ray Kurzweil 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> •
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School Resources

<p>Textbook</p>	<p>Formative Assessments</p>
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General Description of the Unit Unit 3: By exploring the theme of nature versus nurture, students will study a series of narrative nonfiction texts. Through the analysis of these stories, students will strengthen their skills in the critical reading of nonfiction.		
Priority Standards <ul style="list-style-type: none"> ● 9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis. ● 9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. 	Supporting Standards <ul style="list-style-type: none"> ● 9-10.RN.2.3: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them. ● 9-10.RN.3.2: Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 	
Proficiency Scales <ul style="list-style-type: none"> ● 9-10.RN.2.2 ● 9-10.RN.3.2 ● 9-10.RN.3.3 	Assessments <ul style="list-style-type: none"> ● Students will annotate passages from the text to demonstrate their understanding of how the central idea is developed. <ul style="list-style-type: none"> ● Rubric ● Resource 	
Enduring Understandings <ul style="list-style-type: none"> ● Nonfiction texts are structured around the development of central ideas. ● A text’s details and rhetorical devices reveal the author’s perspective and purpose. ● Strong readers analyze the connections and relationships between ideas and events in a text. ● Each part of a text contributes to the development of the text’s claims. 	Essential Questions <ul style="list-style-type: none"> ● How do experiences impact your identity? ● Why is a sense of belonging important? ● How do you determine if a storyteller is reliable? 	
Key Concepts <ul style="list-style-type: none"> ● I can identify the central ideas in a nonfiction text. (9-10.RN.2.2) ● I can explain which details help to develop the central ideas of a nonfiction text. (9-10.RN.2.2) ● I can analyze how the central ideas of a nonfiction text interact and build on one another. (9-10.RN.2.2) ● I can determine an author’s perspective or purpose in a nonfiction text. (9-10.RN.3.3) ● I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text. (9-10.RN.3.3) 	Related Concepts <ul style="list-style-type: none"> ● I can analyze how the author structures events, ideas in a nonfiction text. (9-10.RN.2.3) ● I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text. (9-10.RN.2.3) ● I can explain how different elements interact to develop a nonfiction text. (9-10.RN.2.3) ● I can analyze the connections that an author draws between different elements of a text. (9-10.RN.2.3) ● I can identify the claim in a nonfiction text. (9-10.RN.3.2) ● I can analyze how details from a nonfiction text support an author’s claims or ideas. (9-10.RN.3.2) ● I can analyze how sections of a nonfiction text help refine and develop the ideas. (9-10.RN.3.2) 	Vocabulary <ul style="list-style-type: none"> ● analyze ● central idea ● claim ● evidence ● rhetoric
Resources		
Fiction Texts <ul style="list-style-type: none"> ● Novel: <i>The Joy Luck Club</i> by Amy Tan 	Nonfiction Texts <ul style="list-style-type: none"> ● <i>In Cold Blood</i> by Truman Capote ● <i>Hillbilly Elegy</i> by J.D. Vance ● <i>Angela’s Ashes</i> by Frank McCourt 	Media, Music, Art, etc. <ul style="list-style-type: none"> ● Brian Williams Clips ● James Frey: A Million Little Pieces scandal.

Short texts:

- **Memoir:** *Shooting an Elephant* by George Orwell
- **Memoir:** *The Man in the Water* by Roger Rosenblatt

Additional articles exploring the research behind the nature vs. nurture debate will be included in this unit.

School Resources

Textbook

Formative Assessments

General Description of the Unit		
Unit 4: Students will write an argumentative composition exploring the <i>nature vs. nurture</i> debate.		
<p>Priority Standards</p> <ul style="list-style-type: none"> ● 9-10.RN.4.1: 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. ● 9-10.W.3.1: Write arguments in a variety of forms that: <ul style="list-style-type: none"> • Introduce 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. • Use rhetorical strategies to enhance the effectiveness of the claim • 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 effective transitions 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 consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> ● 9-10.ML.2.1: Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. ● 9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. ● 9-10.SL.2.3: Work with peers to establish norms for collegial discussions and decision-making, set clear goals and deadlines, and individual roles as needed. ● 9-10.SL.3.1: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> ● 9-10.ML.2.1 ● 9-10.RN.3.3 ● 9-10.RN.4.1 ● 9-10.W.3.1 	<p>Assessments</p> <p>Students will argue whether the people in the texts read in the previous unit were impacted more by nature or nurture. Students will support their argument with evidence from the texts.</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • It is the reader’s job to evaluate the quality of an author’s evidence, reasoning, and claims as well as to recognize fallacies. • A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions. • We should be critical consumers of media in all formats. • A text’s details and rhetorical devices reveal the author’s perspective and purpose. • Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Are people born with a specific disposition or are they shaped by their life experiences? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> • I can delineate and evaluate an author’s argument. (9-10.RN.4.1) • I can delineate and evaluate specific claims in a nonfiction text. (9-10.RN.4.1) 	<p>Related Concepts</p> <ul style="list-style-type: none"> • I can analyze media for bias or inaccurate information. (9-10.ML.2.1) • I can analyze why specific information was included in a piece of media. (9-10.ML.2.1) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • accuracy • argument • bias • claim • collegial • consensus • counterclaim

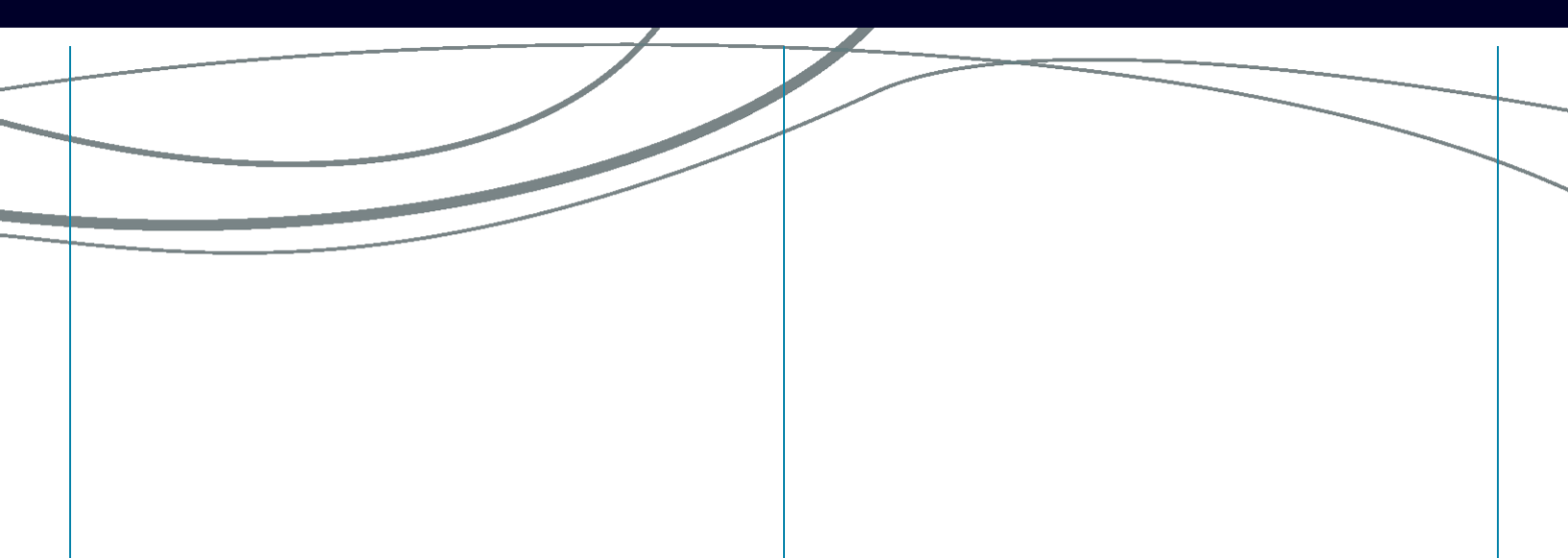
<ul style="list-style-type: none"> • I can determine if the reasoning in a nonfiction text is valid. (9-10.RN.4.1) • I can determine if the evidence in a nonfiction text is relevant and sufficient. (9-10.RN.4.1) • I can identify false statements and fallacious reasoning. (9-10.RN.4.1) • I can write arguments in a variety of forms. (9-10.W.3.1) • I can introduce precise claims and counterclaims. (9-10.W.3.1) • I can establish clear relationships among claims, counterclaims, reasons, and evidence. (9-10.W.3.1) • I can develop claims and counterclaims by supplying evidence for each while pointing out the strengths and limitations of both in a way that anticipates the audience's knowledge level and concerns. (9-10.W.3.1) • I can effectively use transitions in argumentative writing. (9-10.W.3.1) • I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10.W.3.1) • I can provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.3.1) 	<ul style="list-style-type: none"> • I can analyze why specific information was excluded from a piece of media. (9-10.ML.2.1) • I can determine an author's perspective or purpose in a nonfiction text. (9-10.RN.3.3) • I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text. (9-10.RN.3.3) • I can set norms and define individual roles for considerate discussions and decision-making when working with peers. (9-10.SL.2.3) • I can track progress toward specific goals and deadlines in a discussion with peers. (9-10.SL.2.3) • I can analyze multiple sources of information presented in diverse media and formats. (9-10.SL.3.1) • I can evaluate the credibility and accuracy of each source. (9-10.SL.3.1) 	<ul style="list-style-type: none"> • credible • delineate • evaluate • evidence • fallacious • integrate • introduction • media • norms • organizational pattern • reasoning • reliability • research • rhetoric • style • thesis • tone • transitions • valid
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> • Novel: <i>The Joy Luck Club</i> by Amy Tan 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • <i>In Cold Blood</i> by Truman Capote • <i>Hillbilly Elegy</i> by J.D. Vance • <i>Angela's Ashes</i> by Frank McCourt <p>Short texts:</p> <ul style="list-style-type: none"> • Memoir: Shooting an Elephant by George Orwell • Memoir: The Man in the Water by Roger Rosenblatt <ul style="list-style-type: none"> • Additional articles exploring the research behind the nature vs. nurture debate will be included in this unit. 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> • Brian Williams Clips • James Frey: A Million Little Pieces scandal.
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School Resources

Textbook	Formative Assessments
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<p>General Description of the Unit Unit 5: Students will explore and evaluate rhetoric through the study of ethos, pathos, and logos.</p>		
<p>Priority Standards</p> <ul style="list-style-type: none"> ● 9-10.RN.3.2: Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. ● 9-10.RN.4.1: 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. ● 9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> • Formulate an inquiry question, and refine and narrow the focus as research evolves. • Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. • Assess the usefulness of each source in answering the research question. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> ● 9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis. ● 9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> ● 9-10.RN.2.2 ● 9-10.RN.3.2 ● 9-10.RN.4.1 ● 9-10.RV.3.2 ● 9-10.W.5 	<p>Assessments</p> <ul style="list-style-type: none"> ● Students will conduct research to contextualize the speeches studied during this unit. ● Students will use a Rhetorical Triangle graphic organizer to prepare for writing a rhetorical analysis. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Each part of a text contributes to the development of the text’s claims. ● It is the reader’s job to evaluate the quality of an author’s evidence, reasoning, and claims as well as to recognize fallacies. ● Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing. ● Nonfiction texts are structured around the development of central ideas. ● Word meaning and impact can depend on the context in which it is used. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Where do we see arguments in our daily lives? ● How have people, both from our past and in the present, successfully brought about change through persuasion? ● How can we most effectively challenge current ways of thinking and bring positive change to our world? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> ● I can identify the claim in a nonfiction text. (9-10.RN.3.2) ● I can analyze how details from a nonfiction text support an author’s claims or ideas. (9-10.RN.3.2) ● I can analyze how sections of a nonfiction text help refine and develop the ideas. (9-10.RN.3.2) 	<p>Related Concepts</p> <ul style="list-style-type: none"> ● I can identify the central ideas in a nonfiction texts. (9-10.RN.2.2) ● I can explain which details help to develop the central ideas of a nonfiction text. (9-10.RN.2.2) ● I can analyze how the central ideas of a nonfiction text interact and build on one another. (9-10.RN.2.2) 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● analyze ● annotate ● APA ● argument ● central idea ● citation ● claim

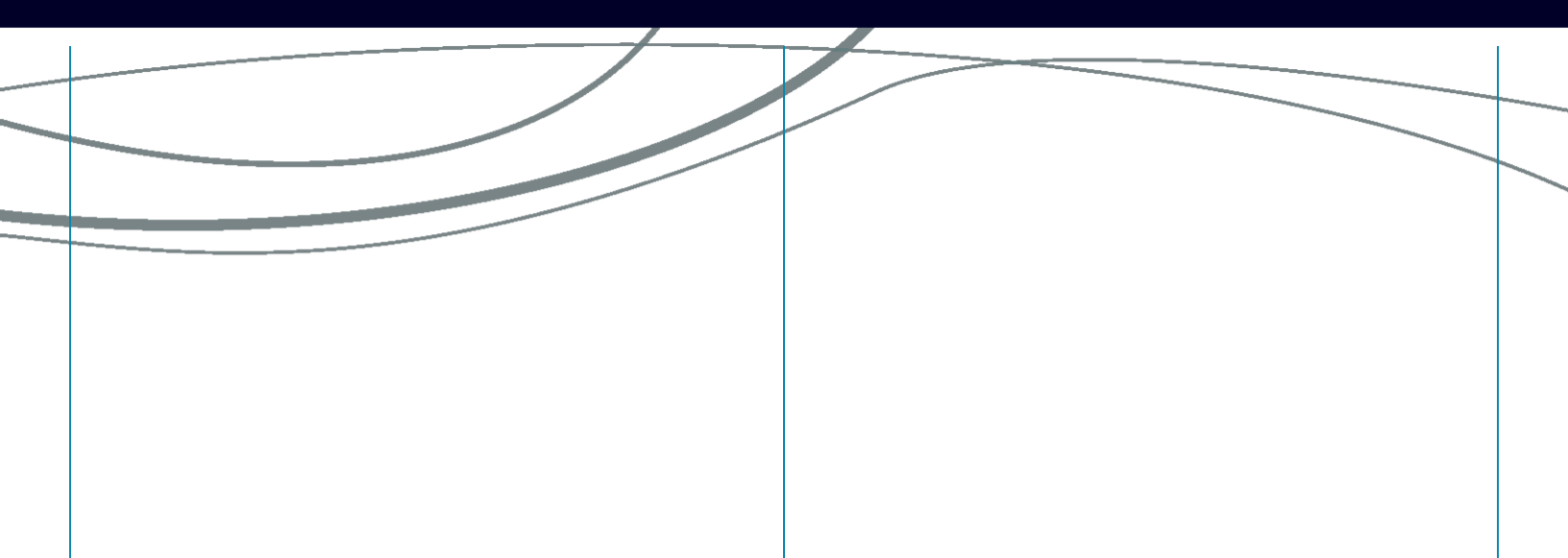
<ul style="list-style-type: none"> • I can delineate and evaluate an author's argument. (9-10.RN.4.1) • I can delineate and evaluate specific claims in a nonfiction text. (9-10.RN.4.1) • I can determine if the reasoning in a nonfiction text is valid. (9-10.RN.4.1) • I can determine if the evidence in a nonfiction text is relevant and sufficient. (9-10.RN.4.1) • I can identify false statements and fallacious reasoning. (9-10.RN.4.1) • I can conduct short and sustained research assignments and tasks to build knowledge. (9-10.W.5) • I can formulate an inquiry question. (9-10.W.5) • I can refine and narrow the focus as research evolves. (9-10.W.5) • I can gather and assess information from multiple sources. (9-10.W.5) • I can synthesize and integrate information in my research. (9-10.W.5) • I can avoid plagiarism and follow a standard format for citation. (9-10.W.5) • I can present research information in a variety of formats. (9-10.W.5) 	<ul style="list-style-type: none"> • I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings. (9-10.RV.3.2) • I can evaluate the effectiveness of specific word choices on meaning and tone. (9-10.RV.3.2) 	<ul style="list-style-type: none"> • connotation • delineate • diction • evaluate • evidence • fallacious • figurative language • inquiry question • MLA • plagiarism • reasoning • research • sources • synthesize • tone • valid
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Resources

<p>Fiction Texts</p>	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Letters from Birmingham Jail by Martin Luther King Jr. • Speech: Malala Yousafzai: 16th birthday speech at the United Nations • Lebron James Letter (PowerPoint) • The Rhetorical Triangle • Speech: Address to Congress on Women's Suffrage by Carrie Chapman Catt • Essay: Common Sense by Thomas Paine • Fable: Fable for Tomorrow by Rachel Carson • Article: Reading Literature Makes Us Smarter and Nicer by Anne Murphy Paul <p>Zombie Apocalypse activity</p> <ul style="list-style-type: none"> • Zombie Apocalypse Activity Instructions • Zombie Apocalypse Activity Opening • Zombie Apocalypse Activity PowerPoint 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> • Speech: Remember the Titans • Speech: Mean Girls • Gallery Walk Appeals Activity • TEDTalk Rhetorical Analysis Activity Sheet • TED Talk: The Hidden Power of Smiling by Ron Gutman • TED Talk: Everyday Leadership by Drew Dudley • TED Talk: How School Kills Creativity by Sir Ken Robinson • Video: What Aristotle and Joshua Bell can teach us about persuasion - Conor Neill
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School Resources

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General Description of the Unit		
Unit 6:		
<p>Priority Standards</p> <ul style="list-style-type: none"> ● 9-10.RN.2.1: Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence. ● 9-10.W.3.2: Write informative compositions in a variety of forms that – <ul style="list-style-type: none"> • 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. • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • 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). 	<p>Supporting Standards</p> <ul style="list-style-type: none"> ● 9-10.RN.2.3: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them. ● 9-10.RN.4.2: Analyze various accounts of a subject told in different mediums examining the differences among the various accounts. ● 9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> • Formulate an inquiry question, and refine and narrow the focus as research evolves. • Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. • Assess the usefulness of each source in answering the research question. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats. 	
<p>Proficiency Scales</p> <ul style="list-style-type: none"> ● <u>9-10.RN.2.1</u> ● <u>9-10.W.3.2</u> ● <u>9-10.W.5</u> 	<p>Assessments</p> <ul style="list-style-type: none"> ● Students will choose a speech and write a rhetorical analysis. (AmericanRhetoric.com) 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Good readers analyze texts by asking questions and using evidence from the text to make inferences. ● Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure. ● Strong readers analyze the connections and relationships between ideas and events in a text. ● The medium through which ideas are communicated impacts a reader’s interpretation. ● Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can rhetoric be used ethically? ● How can you strengthen your own argument? ● What process will you use to evaluate the rhetoric of others? 	
<p>Key Concepts</p> <ul style="list-style-type: none"> ● I can identify details that are explicitly stated in the text. (9-10.RN.2.1) ● I can make inferences based on textual evidence. (9-10.RN.2.1) 	<p>Related Concepts</p> <ul style="list-style-type: none"> ● I can analyze how the author structures events, ideas in a nonfiction text. (9-10.RN.2.3) ● I can analyze how the author introduces and develops different elements of the text, like 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● analysis ● analyze ● annotate ● APA ● citation ● cite

<ul style="list-style-type: none"> • I can use strong and thorough textual evidence to support my inferences and interpretation. (9-10.RN.2.1) • I can write informative compositions in a variety of forms. (9-10.W.3.2) • I can write an introduction that previews what is to follow and organizes ideas. (9-10.W.3.2) • I can include formatting, graphics, and multimedia when useful. (9-10.W.3.2) • I can use relevant facts, definitions, details, quotes, and examples from various sources to develop my topic. (9-10.W.3.2) • I can use appropriate and varied transitions. (9-10.W.3.2) • I can choose language and content-specific vocabulary to express ideas precisely and concisely. (9-10.W.3.2) • I can establish and maintain a style appropriate to the purpose and audience. (9-10.W.3.2) • I can write a conclusion. (9-10.W.3.2) 	<p>individuals, ideas, and events, of a text. (9-10.RN.2.3)</p> <ul style="list-style-type: none"> • I can explain how different elements interact to develop a nonfiction text. (9-10.RN.2.3) • I can analyze the connections that an author draws between different elements of a text. (9-10.RN.2.3) • I can analyze various accounts of a subject told in different mediums. (9-10.RN.4.2) • I can determine which details are emphasized in various accounts of a subject told in different mediums. (9-10.RN.4.2) • I can conduct short and sustained research assignments and tasks to build knowledge. (9-10.W.5) • I can formulate an inquiry question. (9-10.W.5) • I can refine and narrow the focus as research evolves. (9-10.W.5) • I can gather and assess information from multiple sources. (9-10.W.5) • I can synthesize and integrate information in my research. (9-10.W.5) • I can avoid plagiarism and follow a standard format for citation. (9-10.W.5) • I can present research information in a variety of formats. (9-10.W.5) 	<ul style="list-style-type: none"> • conclusion • explicit • inference • informative • inquiry question • interpretation • introduction • medium • MLA • plagiarism • redundant • research • sources • style • synthesize • textual evidence • tone • transition
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> • 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> • Reagan’s Challenger Speech • <i>Coming to Our Senses</i> by Neil DeGrasse Tyson • <i>Science Guided by Ethics</i> 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> •
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School Resources

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General Description of the Unit

Unit 7: Through an analysis of William Shakespeare’s *Julius Caesar*, students will explore the themes of fate, free will, revenge, and ambition. This unit will connect the themes of the classic play with modern day stories.
Additional Instructional Resource

Priority Standards

- **9-10.RL.3.2:** Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).
- **9-10.RL.4.2:** Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.

Supporting Standards

- **9-10.RN.4.1:** 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.
- **9-10.RL.3.1:** Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
- **9-10.RL.4.1:** Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.
- **9-10.RV.2.3:** Analyze nuances in the meaning of words with similar denotations.
- **9-10.RV.3.3:** Interpret figures of speech in context and analyze their role in the text.

Proficiency Scales

- [9-10.RL.3.1](#)
- [9-10.RL.4.2](#)

Assessments

- ~~As a group, students will analyze a scene from Julius Caesar. They should consider the mood and the tone of the scene in order to construct a reimagining. Students should also consider theatrical elements such as costuming, lighting, and music.~~
- Students will select a monologue from the play and write a poetic analysis.

Enduring Understandings

- The moves authors use to create various perspectives within a text create the text’s emotional impact.
- **Many pieces of literature are inspired by, based on, or allude to earlier works.**
- Authors make intentional choices regarding structure to contribute to the meaning of the text.
- Comparing and contrasting stories told in different forms helps the reader synthesize ideas and make connections.
- Skillful readers rely on a variety of context clues to create meaning.
- Word meaning and impact can depend on the context in which it is used.

Essential Questions

- Are our lives determined by fate or do we have free will?
- What circumstances could justify betraying a friend?
- Is there anything more important than ambition? If so, what?

Key Concepts

- I can delineate and evaluate an author’s argument. (9-10.RN.4.1)
- I can delineate and evaluate specific claims in a nonfiction text. (9-10.RN.4.1)
- I can determine if the reasoning in a nonfiction text is valid. (9-10.RN.4.1)

Related Concepts

- I can analyze and evaluate how an author’s choices concerning how to structure a work and order events within it contribute to the overall meaning and effect of a work. (9-10.RL.3.1)
- I can analyze multiple interpretations of a story, play, or poem. (9-10.RL.4.1)

Vocabulary

- **allusion**
- analyze
- **archetype**
- connotation
- context clue
- denotation
- dramatic irony
- euphemism
- evaluate

<ul style="list-style-type: none"> I can determine if the evidence in a nonfiction text is relevant and sufficient. (9-10.RN.4.1) I can identify false statements and fallacious reasoning. (9-10.RN.4.1) I can identify how the author create different character perspectives. (9-10.RL.3.2) I can analyze how the author creates such effects as suspense or humor through differences in character perspectives. (9-10.RL.3.2) I can analyze and evaluate how works of literature draw on themes, patterns of events, or character types from myths, traditional stories, or religious works. (9-10.RL.4.2) I can analyze and evaluate how a work of literary or cultural significance is rendered new. (9-10.RL.4.2) 	<ul style="list-style-type: none"> I can evaluate how each version of a story, play, or poem interprets the source text. (9-10.RL.4.1) I can analyze nuances in the meaning of words with similar denotations. (9-10.RV.2.3) I can interpret figures of speech and analyze their role in a text. (9-10.RV.3.3) 	<ul style="list-style-type: none"> figure of speech flashback foreshadowing humor interpret irony literary device mood myth nuance oxymoron pacing parallel episode point of view suspense tension theme
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> Play: Julius Caesar by William Shakespeare Poem: Justice by Langston Hughes Poem: My Last Duchess by Robert Browning Poem: Window Seat by Molly McGinnis 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> Essay: Revenge is Sour by George Orwell Article: Revenge and the People Who Seek It by Michael Price 	<p>Media, Music, Art, etc.</p> <p>Songs:</p> <ul style="list-style-type: none"> “The Cult of Personality” by Living Colour “Ides of March” by Steel Prophet “Celebration” by Kool and The Gang “Nightmares” by Ed Sheeran “Back Stabbers” by the O’Jays “We are The Champions” by Queen “Mad Season” by Matchbox 20 “Hail Caesar” by AC/DC
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General Description of the Unit

Unit 8: To conclude the year, students will mine all the texts and themes they've explored in order to compose a deep and thorough literary analysis.

Priority Standards

- **9-10.RL.2.1:** Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.
- **9-10.W.3.2:** Write informative compositions in a variety of forms that –
 - 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.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - 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).

Supporting Standards

- **9-10.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- **9-10.SL.4.1:** Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.
- **9-10.SL.4.2:** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance audience understanding of findings, reasoning, and evidence.

Proficiency Scales

- [9-10.RL.2.1](#)
- [9-10.RN.3.3](#)
- [9-10.W.3.2](#)

Assessments

Students will compose an analysis of a text they've explored over the course of this year (could be Caesar). They will explore the text's theme and how it connects to other ideas presented over the course of the year.

Enduring Understandings

- Good readers support their interpretation and analysis of a text by citing textual evidence.
- Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure.
- A text's details and rhetorical devices reveal the author's perspective and purpose.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.

Essential Questions

- What can we learn about the world through literature?
- How do the themes of the texts we've explored this year connect to your life?

Key Concepts

- I can analyze what a text says explicitly. (9-10.RL.2.1)
- I can analyze what a text says implicitly. (9-10.RL.2.1)

Related Concepts

- I can determine an author's perspective or purpose in a nonfiction text. (9-10.RN.3.3)
- I can analyze how an author uses rhetoric to advance their purpose or

Vocabulary

- analyze
- cite
- conclusion
- evidence
- explicit

<ul style="list-style-type: none"> • I can draw inferences about a text. (9-10.RL.2.1) • I can make interpretations about a text. (9-10.RL.2.1) • I can cite strong and thorough textual evidence to support my analysis of a text. (9-10.RL.2.1) • I can write informative compositions in a variety of forms. (9-10.W.3.2) • I can write an introduction that previews what is to follow and organizes ideas. (9-10.W.3.2) • I can include formatting, graphics, and multimedia when useful. (9-10.W.3.2) • I can use relevant facts, definitions, details, quotes, and examples from various sources to develop my topic. (9-10.W.3.2) • I can use appropriate and varied transitions. (9-10.W.3.2) • I can choose language and content-specific vocabulary to express ideas precisely and concisely. (9-10.W.3.2) • I can establish and maintain a style appropriate to the purpose and audience. (9-10.W.3.2) • I can write a conclusion. (9-10.W.3.2) 	<p>perspective in a nonfiction text. (9-10.RN.3.3)</p> <ul style="list-style-type: none"> • I can present information, findings, and supporting evidence logically. (9-10.SL.4.1) • I can create a presentation with a cohesive line of reasoning. (9-10.SL.4.1) • I can develop organization, substance, and style in a presentation that are appropriate to the purpose, audience, and task. (9-10.SL.4.1) • I can create presentations with strategic and creative use of digital media to enhance understanding of findings, reasoning, and evidence. (9-10.SL.4.2) 	<ul style="list-style-type: none"> • inference • informative • interpret • introduction • reasoning • redundant • rhetoric • style • textual evidence • tone • transition
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Resources

Fiction Texts <ul style="list-style-type: none"> • 	Nonfiction Texts <ul style="list-style-type: none"> • 	Media, Music, Art, etc. <ul style="list-style-type: none"> •
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