Grade 10 English Language Arts  
English 10

Gearing up for Great Literature

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 910 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3a. 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.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e. 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 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Demonstrate understanding of word relationships and nuances in word meanings.

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.

Acquire and use accurately a range of 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.

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.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors 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 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

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.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

This unit "Gearing up for Great Literature," which lasts four weeks, focuses on the study of the short story and is designed as the first unit in 10th grade English. Students will revisit elements of the short story genre and will explore the relationship between identifying literary devices and using these devices as tools for interpretation and analysis. Simultaneously, students will continue to develop an appreciation for reading various forms of writing for both information and pleasure.

Unit Goals

1. Identify and analyze the features and structures of literary texts.
2. Identify and explain how authors use literary terms to achieve a certain purpose.
3. Identify and understand the components of the setting in a story and how the setting affects the literary text as a whole.
4. Define and identify universal themes in literary texts.
5. Recognize characteristics of sub genres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.
6. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (i.e., through use of figurative language, irony, tone, diction, imagery, symbolism, and sounds of language), citing specific examples from texts to support analysis.

Big Ideas

1. literary terms related to literary texts (i.e. -plot, character, conflict, tone, setting, theme, point of view)
2. plot diagram (Freytag's Pyramid)
3. understanding theme and its variations
4. criteria for varied sub genres and the affect on theme
5. point of view and its influence on the reader
6. reading strategies related to literary texts

Enduring Understandings

1. The impact of a text on a reader is influenced by how the author develops elements of a literary text and by the reader's experience.
2. Literature can provide rich and timeless insights that readers can empathize with when faced with challenges or opportunities.
3. Different types of literary texts have different structures.
4. Understanding a literary text's structure helps a reader better understand its meaning (organize content information from the text, analyze text, and draw from inferences from the text).
5. Good readers use a repertoire of strategies to help make meaning in their readings.

Content

1. elements of a short story (i.e.- plot, character, conflict, tone, setting, theme, point of view)
2. different types of characters (i.e.- static/dynamic, foil)
3. different types of conflicts (i.e.- individual vs. individual, individual vs. society, individual vs. nature) and their effects on plot development
4. different types of mood and tone and their effect on the reader
5. different types of universal themes
6. different types of genres and their effects on the expression of theme
7. different types of point of view
8. reading strategies (i.e.- previewing, questioning to understand, outlining summary, Cloze, SQ3R, chunking, number the paragraphs, underline and circle with purpose, left margin: what is the author saying? right margin: dig deeper into the text.)

Skills

1. Interact with the text and determine an appropriate response in relation to what they read.
2. Determine the interconnectivity between literary texts and their lives.
3. Assess how literary texts enhance or change their understanding of themselves.
4. Formulate methods for identifying literary devices and how they create meaning within the text.
5. Analyze and critique literary text patterns and devices, including repetition of ideas, reason and emotion, and word choice, in relation to their effect on the reader.
6. Experiment with various reading strategies and determine which strategy is most applicable for individual texts.
7. Determine the elements of a great story.
8. Critique a literary text's structure and describe its impact on their individual understandings.
9. Determine how point of view can impact their perceptions of characters and conflict.
10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11. 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.
12. 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.
13. 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).

Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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.

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.

Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

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

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

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.

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

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.

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.

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.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Analyze nuances in the meaning of words with similar denotations.

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.

Essential Questions

1. How does interaction with the text provoke thinking and response?
2. What role do literary texts play in our lives?
3. What can literary texts teach about self-discovery?
4. How do authors use literary devices to create meaning?
5. What's going to help me make sense of what I read?
6. What do good readers do?
7. When I don't understand what I'm reading, what are my options?
8. What makes a story a great story?
9. How does a literary text's structure and point of view affect understanding?

Stage 2: Assessment Evidence

Do You Remember When...

Diagnostic: Graphic Organizer

Students list short stories they can recall and the elements of those stories that they remember. Information is sorted into a graphic organizer (Venn diagram) that highlights the similarities and differences between multiple texts.

Literary Terms Journal

Formative: Reading Task

Students will create journal entries based upon a specific short story and a teacher-provided list of literary terms. The journal entries will consist of the literary term's definition, an example of the term provided from the text, and an explanation of how the term impacts the meaning of the text. The entries will be posted to an online discussion forum.

Reading Strategies Round Robin

Formative: Cooperative Group Work

Students will conduct research on a particular reading strategy. Then they will apply this reading strategy while reading a specific short story as a group. Next, students will teach their reading strategy to their peers in a group setting. They will contextualize these reading strategies with recall methods (i.e. mnemonic device, song, image, etc.).

I'm the Author

Summative: Creative Writing

Students will create their own short story illustrating understandings of how authors successfully incorporate literary terms to achieve a specific purpose (i.e., mood, tone, theme). The story will also illustrate a specific point of view to influence the reader's response. Then students will engage in a peer review session in which they critique another peer's short story following guidelines determined by the class in relationship to the unit's goals. Following editing sessions, students will then compile work into a class anthology.

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer: Students will list short stories that they have read and what they remember about those stories in terms of literary devices. This information will be organized as a Venn diagram featuring multiple literary texts. The Venn diagram will feature similarities and differences regarding what they found memorable in a literary text.
2. Reading Task: Students will choose and read a short story from a large collection. Then students will match textual evidence from their specific short story and connect it with the definitions of literary terms related to literary texts.
3. Cooperative Group Work: Students will create groups to research and synthesize a particular reading strategy determined by the teacher based upon a teacher-selected short story highlighting a specific sub genre. As a jigsaw activity, students will be responsible for creating and teaching their assigned reading strategy to another peer group.
4. Creative Writing: Students will select a specific sub genre and write their own short story featuring criteria related to literary devices. Then they will critique the work of their peers to ultimately create a class anthology.

Technology Integration

1. Word processing software
2. Internet browsing database

Resources

1. "The Jewels" by Guy de Maupassant
2. "Eveline" by James Joyce
3. "The Guest" by Albert Camus
4. "The Handsomest Drowned Man in the World" by Gabriel Garcia Marquez
5. "And of Clay Are We Created" by Isabel Allende
6. "Marriage is a Private Affair" by Chinua Achebe
7. "In the Shadow of War" by Ben Okri
8. "Half of Day" by Naguib Mahfouz
9. *Kaffir Boy* (excerpt) by Mark Mathabane
10. "Learning to Read and Write" by Fredrick Douglass

Resources

* Glossary of Literary Terms ([www.ode.state.or.us/teachlearn/subjects/elarts/reading/resources/readingglossary.pdf](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/resources/readingglossary.pdf))

Grade 10 English Language Arts  
English 10

Community vs. Self

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

9. Know that we are created in God's image to serve Him and to rule over all creatures (CCC 380).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 910 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.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. 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.

W.9-10.1b. 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 audiences knowledge level and concerns.

W.9-10.1c. 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.

W.9-10.1d. 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.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. 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.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. 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.9-10.2f. 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.9-10.2. 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.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 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, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors 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 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

The unit of "Community vs. Self" lasts approximately four weeks and is designed to feature both literary and informative texts to provide a foundation to students' concept of their place within the community. Our individual realities shape our world view, determining how we live, behave, and what we think. The question becomes how we, with our individual perceptions, interact with the community at large to create a more holistic view. We can answer this question by using literary and informational texts to clarify our perceptions and develop a broader understanding of the ways in which varied communities (i.e. social, racial, religious, etc.) interact as a whole.

Unit Goals

1. Identify influences (i.e., literary, cultural, religious, etc.) that shape an individual's concepts of self.
2. Recognize the elements of a community and an individual's place within it.
3. Formulate an understanding of the significance of communities.
4. Compare and contrast communities with which the individual identifies or communities to which the individual does not belong.
5. Critique complex issues faced by the individual's community and rationalize why such issues exist.
6. Identify patterns of character development.
7. Understand the author's role in transforming a reader's prior viewpoints through use of tone, word choice, motif, theme, and character development.
8. Become a more active participant in an individual's community by developing stronger written and verbal communication skills.

Big Ideas

1. individualism
2. community
3. activism
4. literature's role in shaping individual viewpoints
5. history's influence on literary tradition's development
6. character development and archetypes
7. written communication's impact on community

Enduring Understandings

1. Many influences shape an individual's concept of self as well an individual's community.
2. Literature can provide insights and help develop readers' understandings of themselves and their place within various communities.
3. Although seemingly different, communities share characteristics and values that weave them together.
4. There is a universal need to place an individual within a community.
5. Active participation in the community relies on several items including: strong written or verbal communication skills, a positive self view, and consensus among community stakeholders.

Content

1. different methods for defining a community and an individual's place within it
2. complex issues that impact their various communities
3. different sources that feature evidence for supporting varied viewpoints, claims, or beliefs
4. an author's strategies for shaping or transforming a reader's viewpoints (i.e., tone, word choice, motif, theme, etc.)
5. change in perceptions of communities over a period of time and influence on the literary traditions of that time
6. various literary terms associated with character development (i.e., static, dynamic, foil, bildungsroman, archetype, etc.)
7. format, style, and tone for a formal business letter or proposal
8. methods for becoming an active participant in their communities

Skills

1. Determine their identity within their surrounding communities.
2. Identify the communities to which they belong.
3. Assess why individuals have a need to identify with certain communities.
4. Compare and contrast communities.
5. Critique complex issues that affect their communities.
6. Collaboratively discuss conflicting perceptions regarding communities with peers.
7. Identify patterns of character development as well as the literary devices used by the author to influence the reader.
8. Survey peers to collect evidence that supports a particular viewpoint.
9. Research evidence that supports an individual's, peers', or a community's viewpoint.
10. Write a formal business letter or proposal.
11. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
12. 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.
13. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
14. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).
15. 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).
16. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
17. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

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 audiences 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.

Provide a concluding statement or section that follows from and supports the argument presented.

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 audiences 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).

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

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.

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.

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.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Use a colon to introduce a list or quotation.

Spell correctly.

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

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

Essential Questions

1. How do I fit within my surrounding community?
2. With what communities do I identify?
3. What is the importance of belonging to a community?
4. How are communities like mine? How are they different?
5. What are the connections (if any) between my community and others?
6. What are some of the complex issues that my community faces?
7. How do I make an impact within my community?
8. How do authors develop relatable characters?
9. What methods do authors implore to create transformative literary texts?

Stage 2: Assessment Evidence

The Fabric of our Lives

Formative: Visual Arts Project

In this visual arts projects, students will use a variety of mediums to answer the following questions: How do I fit within my surrounding community?With what communities do I identify?What are the adjectives/images that describe me or my community? For the collaborative discussion element, students will present their visuals to the class that will then foster discussion on the following questions: How are communities like mine?How are other communities different from mine?What are the connections (if any) between my community with others?What is the importance of belonging to a community? From this learning experience, students will understand how these communities connect as a fabric. (Optional: connect the collages together to create a quilt-like visual for the classroom).

Character Chat

Formative: Interactive Media

Students will chart the progression of character development while reading a fictional and narrative story. To successfully chart character development, students will annotate the text and highlight evidence to show understanding of specific literary terms. Using their understanding of specific characters from the texts, students will create a unique dialogue between selected characters in a culturally-appropriate medium (i.e., a Twitter direct message, a Facebook wall post, iMessage conversation, etc.). This dialogue should emphasize the similarities (or differences) between the characters.

Community Concerns

Formative: Class Discussion

Students will create a list of complex issues that their school community faces. Students will then select one of the issues to further explore, highlighting specific information such as: the source of the problemwho are the decision makers regarding the issuethe support (or lack thereof) for the cause (\*this can be done by surveying their peers) This activity serves as the basis for the summative activity.

Issues in Ink

Summative: Written Assessment

Students will work with one complex issue that faces their school community that they chose from the assessment entitled "Community Concerns." Students will determine their stance on the issue and will use valid reasoning as well as relevant evidence from informative texts to support their stance. Students will then synthesize their argument and utilize the evidence to write a formal letter addressed to the decision makers relating to that issue. Students will maintain a formal style and use appropriate word choice for this audience. They will engage in planning, writing, revising, and editing as a part of this process. (Optional: Students will deliver/send the letter through the appropriate channels to advocate for this issue.)

Stage 3: Learning Plan

Learning Experiences

1. Visual Arts Project: Students will create a visual collage answering the following questions: *"How do I fit within my surrounding community? What communities do I identify with? What are the adjectives/images that describe me or my community?"* Students will then present their visual projects to the class, which will then foster discussion of the following questions: *"How are communities like mine? How are they different? What are the connections (if any) between my community with others? What is the importance of belonging to a community?"* From these discussions, students will understand how their varied viewpoints/communities weave to create a fabric that connects us all as a society.
2. Interactive Media: Students will read multiple texts including a fictional story and a narrative to chart progression of character development based on specific literary terms/devices with textual evidence. Students will then use this information to create a unique dialogue between the characters from these sources (i.e., a Twitter direct message, Facebook wall posts, iMessage conversation, etc.) that illustrate the similarities (or differences) between the characters.
3. Class Discussion: Students will brainstorm and engage with the classmates to create a list of complex issues that their school community faces. Students will then select one of these issues to further explore highlighting information such as the source of the problem, who the decision makers are regarding the issue, and the support (or lack thereof) for the cause. This is the foundation of the summative assessment (see below).
4. Written Assignment: Students will continue to work with one complex issue that faces their school community that was established in an earlier assessment. Students will have to determine their argument either for or against that specific issue and use valid reasoning and relevant evidence from informative texts. Students will synthesize their argument and utilize the evidence to draft a formal letter that details the issue with facts while maintaining a formal style and appropriate word choice for the audience. Students will engage in planning, writing, revising, and editing as a part of this process. (Optional: students will deliver/send the letter through the appropriate channels to advocate for this issue.)

Technology Integration

1. Word processing software
2. Internet browsing database

Resources

1. *In the Time of the Butterflies* by Julia Alvarez
2. *Oedipus Rex* and *Antigone* by Sophocles
3. *Tolerance* by E.M Forster
4. *A House on Mango Street* by Sandra Cisneros
5. *145th Street Short Stories Collection* by Walter Dean Myers

Resources

* Homeless Youth Campaign (<http://www.cleveland.com/naymik/index.ssf/2014/04/teen_manequins_about_to_invade.html>)

Grade 10 English Language Arts  
English 10

Social Justice

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

13. Show special regard for the poor (CCC 2443).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1c. 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.

W.9-10.1d. 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.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. 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.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. 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.9-10.2f. 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).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

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.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

"Social Justice," a six-week unit, is made up of a series of engaging fiction (i.e., short stories, poems, and novels) as well as non-fiction (i.e., autobiographies, essays, and articles) and activities. Students will be introduced to the concepts of social justice and utilize the critical thinking skills of analysis, inference, and interpretation to create their own definitions of social justice. In particular, students will gain an understanding of what it means to respect individual differences, analyze how people are treated within varied systems (i.e., political, social, socioeconomic, etc.), and engage in meaningful dialogue (utilizing both verbal and written communication) to overcome situations. Students will also learn how literature can be a means to expose injustice or promote social justice.

Unit Goals

1. Develop an understanding of the concepts of justice and fairness within the context of literary texts.
2. Identify causes and issues of injustice in the world and demonstrate personal understanding of issues through written and verbal activities.
3. Learn about different types of injustice that commonly victimize the poor in the developing world (i.e., slavery, sex trafficking, illegal detention, and illegal land seizure) through student-based research and teacher-provided texts.
4. Display knowledge of issues of injustice by developing individual ideas for responses to injustice and preventative measures.
5. Apply lessons on injustice to bring awareness to the school or greater community.

Big Ideas

1. respect for individual differences
2. equal opportunity in society
3. society's main political, social, and economic institutions
4. literature's impact on society's institutions
5. discriminatory practices
6. oppression and its relationship to the absence of freedoms relating to expression and speech
7. social justice

Enduring Understandings

1. Literature provides insights to dilemmas and challenges faced by individuals.
2. Literature can galvanize an individual to act in a more socially just manner.
3. Well-developed communication skills can positively promote social action.

Content

1. terms related to social justice (i.e., discrimination, oppression, privilege, equity, empathy, marginalization, tolerance, social identity development, dignity, solidarity)
2. textual evidence
3. inferences
4. literary terms (i.e., theme, character, conflict, tone, setting, imagery)
5. figurative and connotative language
6. sensory language
7. argument

Skills

1. Define justice and be able to identify examples of justice and injustice in their own lives.
2. Distinguish the differences between the concepts of justice and fairness within the context of literary texts.
3. Examine visual history testimony for examples of justice and fairness.
4. Explore their own viewpoints regarding justice and will identify steps they can take to promote justice.
5. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6. 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.

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.

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).

Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Provide a concluding statement or section that follows from and supports the argument presented.

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 audiences 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).

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

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions

1. What is social justice?
2. What is social injustice?
3. How can individuals respond to injustice and take preventative measures?
4. Why is social justice important in our civilization?
5. How can communication (verbal and written) positively promote awareness and social action?

Stage 2: Assessment Evidence

Just "US" versus Justice

Diagnostic: Reflective Writing

Students respond to teacher-provided questions in written format to gauge individual understandings of justice as well as their exposure to injustice both in their local and global communities. Sample questions include the following: What is your definition of social justice?What are examples of injustice in your local community?What are examples of injustice in the global community?Who are individuals or groups that have advocated for change?What is the individual's role in promoting social awareness and change?

The Faces of Justice

Formative: Graphic Organizer

Students will create a graphic organizer that depicts individuals or groups that have worked for social change, the causes that they support, and the similarities between them.

Community Connections

Formative: Technology Project

Students will work in collaborative groups to research an issue of social justice, identifying individuals/groups that are working to remedy the situation. Students will create a digital product (i.e.- website, pamphlet, presentation) that presents these individuals/groups and possible ways to support them.

Pulling It All Together

Summative: Written Commentary

Students will select an individual/group from the previous graphic organizer and compare it/them to a protagonist within one of the fictional narratives. Students should use their understanding of social justice and injustice to highlight the similarities and differences between them by using research and textual evidence. These ideas will be conveyed in a written format.

Stage 3: Learning Plan

Learning Experiences

1. Reflective Writing: Students will write a reflective response to the following questions: *What is your definition of social justice? What are examples of injustice in your local community? What are examples of injustice in the global community? Who are individuals or groups that have advocated for change? What is the individual's role in promoting social awareness and change?*
2. Graphic Organizer: Students will research an example from history about a person or group of people who worked toward achieving social justice. The research is the tool that students will use to create a graphic organizer that details the advocates through their characteristics, their causes, and outcomes.
3. Technology Project: Working in collaborative groups, students will brainstorm situations in the school, community, state, nation, or world that can be considered unfair or unjust. Students should reach a consensus on one example to pursue for the group. The group should research the issue, identify groups/organizations that are currently working to remedy this situation and identify possible ways to support their work. The group will create a display for the school that recognizes the efforts of those who are working for justice. Students will need to include information about how other students can get involved in the work of these organizations.

Technology Integration

1. Word processing software
2. DVD player
3. PowerPoint
4. Internet browsing
5. Databases
6. SmartBoard (optional for graphic organizer activity)

Resources

1. *Half the Sky* DVD
2. *To Kill a Mockingbird* by Harper Lee
3. *Sold* by Patricia McCormick
4. *Speak* by Laurie Halse Anderson
5. *Night* by Elie Wiesel
6. *The Joy Luck Club* by Amy Tan
7. "The Lottery" by Shirley Jackson
8. "The Prisoner Who Wore Glasses" by Bessie Head
9. "The Train from Rhodesia" by Nadine Gordimer
10. "Dead Men's Path" by Chinua Achebe
11. "Women and Children First" by Jarrod Ballo
12. Seneca Falls Convention Keynote Address by Elizabeth Cady Stanton
13. "Ain't I a Woman?" by Sojourner Truth

Resources

* TED Talks: Bryan Stevenson's "We Need to Talk About Injustice" (<http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice>)

Grade 10 English Language Arts  
English 10

Dystopia

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

9. Know that we are created in God's image to serve Him and to rule over all creatures (CCC 380).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

13. Show special regard for the poor (CCC 2443).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 910 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.9-10.1c. 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1b. 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 audiences knowledge level and concerns.

W.9-10.1d. 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.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3a. 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.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e. 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 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 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.9-10.3. 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, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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).

Demonstrate understanding of word relationships and nuances in word meanings.

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

Acquire and use accurately a range of 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.

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.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors 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 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

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.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This five-week unit, "Dystopia," focuses on dystopian literature. Dystopian literature is the basis for many themes within science fiction and fantasy fiction, often highlighting the conditions of human life that are depicted in the worst of conditions. These conditions may include deprivation of some resource, oppression of a person or people, and/or terror. Dystopian literature frequently utilizes apocalyptic views of the future using crime, immorality, or corrupt institutions to create or sustain the depraved quality of people's lives often conditioning the masses to believe their society is proper and just or even perfect. Heroism becomes a focal point in dystopian literature. Dystopian literature is frequently a commentary, warning, or satire, showing current trends in our society.

Unit Goals

1. Identify the qualities of a dystopian vs. a utopian society.
2. Determine the literary elements that make dystopian literature accessible to readers.
3. Determine an author's rationale for depicting a social issue via the dystopian genre.
4. Understand satire and how it is used to critique human flaws or situations.
5. Understand the importance of maintaining individualism in relation to the need to conform to social norms.
6. Identify the situations under which a hero arises in dystopian literature and define qualities with which the reader identifies.
7. Critique complex issues faced by a society both present and in the future, especially those regarding censorship and freedom of information.
8. Experiment with different structures of narrative writing.
9. Participate in a debate that features the use of effective evidence.

Big Ideas

1. dystopian vs. utopian society
2. satire
3. individuality vs. conformity
4. heroism
5. censorship vs. freedom of information

Enduring Understandings

1. Dystopian literature can provide a commentary on present and future social issues.
2. There are many mediums in which dystopias can be illustrated, some more effective than others.
3. Dystopian literature can serve as a catalyst for debate regarding resolutions to the problems it presents.
4. Satire is an effective literary device for critiquing a particular human flaw.
5. Conflict can allow individuals to discover unique characteristics about themselves.
6. Heroes can arise from adverse situations that test the limits of the human condition.
7. Censorship and freedom of information offer value as well as danger.
8. Authors continually experiment with different structures of narrative writing.
9. Debate can foster meaningful discussion and provide different perspectives if it employs the use of effective evidence.
10. Literature provides debatable topics and allows readers to offer resolutions or question their own viewpoints.

Content

1. dystopia
2. utopia
3. traits of dystopian literature
4. different types of control featured in dystopian literature (i.e., corporate, bureaucratic, technological, philosophical, religious)
5. censorship vs. freedom of information
6. setting
7. theme
8. foreshadowing
9. satire
10. hero
11. the writing process
12. different structures of narrative writing
13. debate techniques and decorum

Skills

1. Define the characteristics of a dystopian society.
2. Define literary terms that allow a reader to connect with the source material.
3. Analyze dystopian literature by comparison.
4. Define satire and provide evidence of its effectiveness in critiquing human flaws or situations.
5. List the qualities that define heroism found in dystopian societies.
6. Analyze problems featured in dystopian literature and offer potential solutions to these problems.
7. Relate ideas or situations depicted in dystopian literature to their lives.
8. Assess a proper balance between censorship and freedom of information.
9. Assess a proper balance between individualism and social conformity.
10. Plan, draft, revise, edit, and finalize a narrative.
11. Debate a topic citing evidence gathered from a text while appropriately engaging with peers.
12. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
13. 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.
14. 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.
15. 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).

Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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 audiences knowledge level and concerns.

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 argument presented.

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.

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.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

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.

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.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Use a colon to introduce a list or quotation.

Spell correctly.

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.

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

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.

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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Essential Questions

1. What constitutes a dystopia? A utopia?
2. What literary elements make dystopian literature accessible to readers?
3. What are the reasons that an author would depict a dystopia in literature format?
4. How does an author employ satire in dystopian literature?
5. What are the characteristics of heroism in dystopian literature?
6. Although dystopian literature is a critique on society, do authors merely depict the problem or offer reasonable solutions? Are reasonable solutions from the author necessary?
7. What truths about our current society and future society can we learn from fiction?
8. Which is better: censorship or open sharing of information?
9. Which structures are appropriate for narrative writing?
10. What are the steps in the writing process?
11. How does debate foster meaningful discussion or provide different perspectives for those involved?

Stage 2: Assessment Evidence

Current Events

Diagnostic: Homework

Students will find a current event article that depicts a social issue related to the topics of: censorshipfreedom of speechfreedom of religionrights of the individualconformityaccess to educationtechnological advancementpolitical prejudices In class, students will predict how these issues, if left unchecked, can create a dystopian society, thereby creating their own definitions of a dystopian society.

Literary Terms Journal

Formative: Reading Task

Students will list the following terms: settingthemeforeshadowingsatireherocensorship Students will then find specific evidence using literary texts to match each literary term.

Marx Madness

Formative: Written Commentary

Students will read a teacher-provided informative text relating to Marxism. Students will then connect concepts related to Marxism to the literary texts studied in this unit as well as other mediums (i. e. film, music, graphic art, theatre) that the student is responsible for finding. Students will express these ideas as a written commentary critiquing how social theory can influence artistic expression.

Is this the End?

Summative: Creative Writing

Students will write the epilogue to a literary text from this unit making sure it imitates the literary devices and structure used by the source's author. As part of this process, students will plan, write, revise, edit, and finalize their piece. (Optional: Students may work with a peer for any part of the writing process.)

Who's in Control?

Summative: Debate

Students will debate the following question: Dystopian literature features different types of control. These include corporate, bureaucratic, technological, and philosophical/religious control. Which of these poses the most dangerous threat to society? Students must use textual evidence to argue the most detrimental type. Students must also support their arguments with evidence from other artistic mediums.

Stage 3: Learning Plan

Learning Experiences

1. Homework: Students will find a current event article that depicts a societal issue related to one of the following topics: *censorship, freedom of speech, freedom of religion, rights of the invidual, conformity, access to education, technological advancement, political prejudices, etc.* As a class, students will predict how these issues could, if unchecked, lead to the creation of a dystopic society while simalteneously defining the characteristics of a dystopia.
2. Reading for Context Task: Students will list the following terms (setting, theme, foreshadowing, satire, hero, censorship) and find an example from the literary texts using specific evidence.
3. Written Commentary: Students will read a teacher-provided informative text relating to Marxism. While reading, students will define qualities of the Marxist theory. Then, students will connect these qualities to the various literary texts studied in this unit to see how this theory has influenced dystopian literature and other mediums.
4. Creative Writing Tasks: Students will write the epilogue to a literary text studied in this unit making sure it imitates the literary devices as well as the structure used by the original author. Students will engage in planning, writing, revising, and editing as part of this process. (Optional: Students can participate in any or all elements of the writing process in pairs.)
5. Class Debate: Students will debate the following question: *Dystopian literature features different types of control. These include corporate, bureaucratic, technological, and philosophical/religious control. The question becomes which of these poses the most dangerous threat to a society?* Using textual evidence from the literary texts studied in this unit, students will argue the most detrimental type of control.

Technology Integration

1. word processing software
2. Internet browsing database
3. DVD player
4. projector system

Resources

1. *1984* by George Orwell
2. *Fahrenheit 451* by Ray Bradbury
3. *Lord of the Flie*s by William Golding
4. *Anthem* by Ayn Rand
5. *Animal Farm* by George Orwell
6. *The Hunger Games* Trilogy by Suzanne Collins
7. *The Divergent* Series by Veronica Roth
8. *The Matrix* Feature Film
9. "Harrison Bergeron" by Kurt Vonnegut
10. "The Ones Who Walked Away from Omelas" Ursula LeGuin
11. "The Lottery" by Shirley Jackson
12. "The Machine Stops" by E.M. Forster

Resources

* Dystopia Definitions (<http://www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf>)

Grade 10 English Language Arts  
English 10

The Right Way to Write

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 910 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.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. 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.

W.9-10.1b. 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 audiences knowledge level and concerns.

W.9-10.1c. 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.

W.9-10.1d. 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.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. 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.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. 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.9-10.2f. 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).

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 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.9-10.3. 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, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 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 words 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.

Demonstrate understanding of word relationships and nuances in word meanings.

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.

Acquire and use accurately a range of 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.

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.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

This seven-week unit, "The Right Way to Write," is designed for students to demonstrate an ability to express a perspective on a topic of their choice and produce a written essay arguing the points they wish to make with evidence found through research. Students will also be able to understand how to write in an objective tone to an audience, using language to persuade those to their side. This unit also provides students an opportunity to sharpen their understandings of conventions of standard English as well as MLA formatting and citation guidelines.

Unit Goals

1. Analyze a rubric to determine an assignment's requirements.
2. Identify and use various source materials for research.
3. Create and use effective search strategies.
4. Evaluate appropriate source materials for different contexts.
5. Use and organize evidence to support an argument.
6. Cite sources in Modern Language Association (MLA) format to establish academic integrity.
7. Write for different purposes (i.e., research, email, proposal, etc.).

Big Ideas

1. academic integrity (MLA format)
2. the writing process
3. the research process
4. writing purpose

Enduring Understandings

1. Writing to explain as well as persuade requires a confident tone, specific word choice, and clear organization.
2. By improving our writing, we can better understand our identity by communicating our beliefs, values, and priorities.
3. Text structure varies according to purpose.
4. A focus should be stated as a thesis statement, which should be maintained throughout an entire written work.
5. Careful writers include only relevant details to prove their point.
6. Research from varied source materials is a way to develop logical arguments rooted in textual evidence.
7. Universal systems of organization provide streamlined products.
8. Many forms of pre-writing and revising methods exist.
9. Maintaining academic integrity is crucial when using outside sources (MLA format).

Content

1. brainstorming, pre-writing, and revision techniques
2. outlining techniques
3. structure and organization of information
4. resources as a foundation for arguments
5. reliability of resources
6. biased claims and sound logic
7. incorporation of various sources of information
8. different types of sentence structure
9. conventions of standard written English, including grammar, usage, and mechanics
10. integration of quotations, paraphrases, and summaries from sources of information into a cohesive written work
11. Modern Language Association (MLA) format
12. audience
13. plagiarism and methods to avoid it
14. elements of effective introductions, topic sentences/transitions, and conclusions

Skills

1. Analyze quality topics or texts to determine an argument that causes or has caused debate in society.
2. Choose a side of an argument, identify precise, logical claims, and establish significance of the claims with evidence from research.
3. Apply brainstorming and pre-writing strategies to generate ideas.
4. Effectively include textual evidence to strengthen claims.
5. Determine the credibility of or bias within a source.
6. Use advanced searches with multiple authoritative print/digital sources effectively to gather information needed to support an argument.
7. Present a written work with adherence to a specific style and tone appropriate for the audience.
8. Compose a clear and logical piece of writing that demonstrates understanding of a text's structure and purpose.
9. Write an effective thesis statement.
10. Organize claims, counterclaims, reasons, and evidence into a logical sequence.
11. Create cohesion and clarify relationships among claims and counterclaims using transitions and varied sentence structures.
12. Assess the effectiveness of a written work by undergoing the revision and editing process.
13. Define and avoid plagiarism by appropriately implementing quotations, paraphrases, and summaries.
14. Use Modern Language Association (MLA) format for citation of source materials.
15. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
16. 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.
17. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

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.

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.

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.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Use a colon to introduce a list or quotation.

Spell correctly.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.

Essential Questions

1. How do writers use language and structure to explain their ideas?
2. What is the basic structure for formatting a particular written work?
3. How can a topic of interest be developed into a product that is reflective of the purpose?
4. How does a thesis statement drive a research paper?
5. How can research or textual evidence help to develop arguments?
6. What are different sources of information?
7. Why is it important to use a variety of pre-writing and revision methods?
8. What is the effect of using different types of sentence structure?
9. What is academic integrity?
10. How does word selection influence the effect of a written work on the reader?
11. How does the audience affect a writer's approach?

Stage 2: Assessment Evidence

Remember Me? The Five Paragraph Essay

Diagnostic: Written Assessment

Students will review the 5-paragraph essay and its various components by diagramming a teacher-provided paper. Students will share and compare their diagrams and ask questions related to their understanding.

Two Sides of the Story

Formative: Graphic Organizer

Working in pairs, students will diagram two sides of an argument. Using research, students will write two paragraphs that feature textual evidence that is properly cited using MLA format. The paragraphs will discuss two opposing sides of an argument. Then, students will exchange their paragraphs with other partners to engage in the revision process. After this step, students will make necessary changes to improve their original piece.

Writing Stations

Formative: Cooperative Group Work

Working in groups, students will move through various stations that feature different forms of writing (i.e., email correspondence, a business letter, a cover letter, a letter to a friend, a press release). Students will evaluate the function and techniques used in each form. As a class, students will discuss their findings.

The Good, the Bad, the Biased

Formative: Comparative Study

Students will receive an example from a biased and non-biased article featuring the same topic. They will complete a compare and contrast graphic organizer based on these articles. This activity will end with a discussion regarding the terms of biased and unbiased as well as their credibility as evidence in the research process.

Brainstorming

Formative: Homework

Students will experiment with different brainstorming techniques as they choose a topic for their persuasive research paper.

Topic Proposal

Formative: Homework

Students will submit a topic proposal that includes their topic, their claim, and their thesis statement. This proposal will also include a list of sources that students may later integrate as support for their claim.

The Outline

Formative: Writing Assignment

Students will compose an outline in MLA format that includes a revised thesis statement, various subtopics, and relevant evidence to support each argument.

The End of the Road

Summative: Research Project

Students will compose a research paper that argues a specific claim using evidence from various sources of information. The topic can be literary, research, or career-based. To complete the final assessment, students will utilize previous formative assessments including the topic proposal and the outline. Students will use MLA format when writing this paper.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Written Assessment: Students will review the 5-paragraph essay format and its various components by diagramming a teacher-provided paper.
2. Graphic Organizer: Working in pairs, students will research two sides of an argument. Together, using their research, students will write two paragraphs using textual evidence that is properly cited using MLA format. The paragraphs will discuss two opposing sides of an argument. Then, students will exchange their paragraphs with other partners to engage in the revision process. After this step, students will make necessary changes to improve their original pieces.
3. Cooperative Work Group: Working in groups, students will move through various stations that feature different forms of writing (i.e., email correspondence, a business letter, a cover letter, a letter to a friend, a press release). Students will evaluate the function and techniques used in each form. As a class, students will discuss their findings.
4. Comparative Study: Students will receive an example of a biased and non-biased article featuring the same topic. They will complete a graphic organizer that compares and contrasts the features of the articles. This will end with a discussion regarding the terms biased and non-biased and their credibility as evidence in the research process.
5. Homework: Students will experiment with different brainstorming techniques as they choose a topic for their persuasive research paper, which can be literary, research, or career-based.
6. Homework: Students will submit a topic proposal that includes their topic, their claim, and their thesis statement. This proposal will also include a list of sources that students may later integrate as support for their claim.
7. Writing Assignment: Students will compose an outline in MLA format that includes a revised thesis statement, various subtopics, and relevant evidence to support each argument.

Technology Integration

1. Internet browsing database
2. Word processing software

Resources

1. *Writers Inc.: A Student Handbook for Writing and Learning* by Verne Meyer and Dave Kemper
2. *MLA Handbook for Writers of Research Papers*, Seventh Edition

Resources

* Easy Bib (<http://www.easybib.com/>)

Grade 10 English Language Arts  
English 10

Wisdom through the Ages

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. 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.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3a. 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.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.9-10.2c. Spell correctly.

Knowledge of Language 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.9-10.3. 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.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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.

Demonstrate understanding of word relationships and nuances in word meanings.

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.

Acquire and use accurately a range of 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.

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.

Reading: Informational Text

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors 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 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

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 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

Solidarity

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

In this four-week unit, "Wisdom through the Ages," students will focus on various elements of poetry and how these elements contribute to successful writing. Students will study how poetry connects and contributes to successful composition creation and how poetry may be included in other creative forms. Students will read and analyze poems from a wide variety of poets, both classic and contemporary. This poetry unit will have students examine poems in order to evaluate how authors use various poetic devices to enhance their word selections. Texts that are expressive and reflective nonfiction essays will be utilized to support students' understanding of both verbal and written forms of communication. To conclude the unit, students will compose an original poem that models the work of a featured author of the unit and will undergo the writing process (writing, reviewing, editing, revising, publishing) through collaborative measures.

Unit Goals

1. Label poetic devices in context.
2. Memorize a traditional and an original poem.
3. Identify verbal devices (i.e., tone, rate, volume, clarity, etc.) and incorporate their use when presenting traditional and original poems.
4. Critique title, various connotations, attitude, structure, tone and theme (TP-CASTT).
5. Translate a poem into another artistic medium (i.e.- painting, music, visual element).
6. Critique how culture influences the work of an author.
7. Create an original poem that reflects the individual's understanding of word selections and the source of their word choice.

Resources

Big Ideas

1. Expression can come in multiple forms.
2. Human experience such as struggle, oppression, and injustice can be explained with creative writing.
3. Creative writing can be a reflection of contemporary culture.
4. Creative expression positively impacts our development.

Enduring Understandings

1. Poetry can provide different meanings from what is read, written or heard.
2. Poetry has many different purposes.

Audience and purpose affect the voice, tone, or mood that an author uses while writing poetry.

1. Poetry has been used in different contexts by people throughout history and the world to make varied claims about the human condition.
2. Poetry can be an effective device to protest unjust circumstances (i.e., racism, classism, sexism, etc.)
3. Authors often use poetry as a critique of their own lives.
4. Authors are influenced by their contemporary culture, which is manifested through the style and subject matter of their work.
5. Poets use particular poetic styles, devices, and forms to achieve particular effects and to help convey the meaning of a poem.
6. Expressing ourselves through poetry and other forms of creative language can positively impact our development as individuals.
7. Editing and revision can improve and increase the impact of students' writing.
8. Analyzing a poem in terms of its style, structure, diction, and tone will help students infer the poems meaning.
9. Poetry can be translated into other various creative mediums.

Content

1. poetic devices (i.e., simile, metaphor, personification, hyperbole, alliteration, end rhyme, onomatopoeia, repetition, rhythm, imagery, parallel structure, attitude, tone, and theme)
2. verbal devices that increase a speaker's effectiveness
3. effects of poetic devices and forms on audience as well as the audience's understanding of theme/message
4. poetry's influence on other mediums (i.e., painting, music, visual elements, plays, etc.)
5. incorporation of technological software to enhance a finished product
6. the writing process

Skills

1. Identify and demonstrate an understanding of how writers use poetic devices (i.e., simile, metaphor, personification, hyperbole, alliteration, end rhyme, onomatopoeia, repetition, rhythm, imagery, parallel structure, attitude, tone, and theme).
2. Analyze both contemporary and canonical poetry for poetic device.
3. Identify and demonstrate an understanding of the verbal devices that increase a speaker's effectiveness.
4. Analyze their own and anothers poetry.
5. Evaluate and respond to daily poetry in reflection journals using the TP-CASTT model.
6. Work effectively and cooperatively in groups and/or pairs for interpretation project.
7. Independently assess peer writing and performance.
8. Develop and publish a poem.
9. Read a variety of expressive and reflective writing.
10. Orally present a memorized poem.
11. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
12. 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.
13. 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).
14. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
15. 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.
16. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

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.

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

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.

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

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Spell correctly.

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.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

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.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.

Essential Questions

1. Why do people creatively express themselves?
2. What makes poetry different from other forms of writing?
3. What is the difference between the written and spoken word?
4. What makes a speaker effective and engaging?
5. How do words help us to express ourselves?
6. What devices do poets use to enhance the meaning of their work?
7. What are the influences that affect our word choice?
8. How can we use our words to shape the world around us?
9. How are what we say and how we say it connected to each other?
10. How can poetry be used to critique the human condition and social issues?
11. How can poetry translate to other forms of artistic expression?

Stage 2: Assessment Evidence

Words and their Ways

Diagnostic: Modeling

Using a literary and informative text, the teacher will model to students the TP-CASTT method for meaningful analysis of poems and other texts. Through guided practice, students will employ the use of the TP-CASTT method as they read a selection of poems and informative text. (Optional: Students will also the TP-CASTT method to analyze other artistic mediums including song, painting, dance, etc.) See resources for more information on TP-CASTT.

Make It Mine

Formative: Recital

Students will choose a poem from a teacher-provided list to memorize using their understanding of verbal devices. Students will recite the poem to the class. Recitation should reflect a unique interpretation of the text (Optional: students will watch spoken word poets in order to mimic the qualities of the successful presenter).

Poetry Slam

Formative: Creative Writing

Students will write an original poem that is influenced by the structure and style of another poet. As part of the writing process, students will exchange their poetry with their peers and evaluate the effectiveness a peer's poem using the TP-CASTT model. Students will use this feedback to revise this poem in preparation for a class poetry slam.

Poetry Beyond the Page

Summative: Project

In collaborative groups, students will choose a poem to interpret and translate into a different yet meaningful artistic medium (i.e., song, painting, visual element, skit, interpretive dance, etc.). Students will use the TP-CASTT model as they present and critique their artistic interpretation to the class.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Modeling: Students will analyze a poem using the TP-CASTT model to understand the basic features and meanings of a poem.
2. Recital: Students will memorize a poem from a teacher-provided list. Students will then recite the poem to the class highlighting their understanding of verbal devices. This serves as the foundation of a summative assessment in which the students will recount an original piece.
3. Creative Writing: Students will engage in the writing process with a particular focus on creating a poem that mimics the structure and style of an author of their choosing. As part of the revision stage, students will exchange their poetry with their peers and analyze a poem based on the TP-CASTT model previously utilized. This will enable students to revise the clarity of their work. Lastly, the publishing step will involve memorizing and reciting the poem to the audience in a poetry slam format.
4. Project: Students will work in collaborative groups as they translate a poem into a different yet corresponding artistic medium (i.e., song, painting, visual element, skit, interpretive dance, etc.). Students will then present their artistic interpretation to the class using the TP-CASTT model as a basis for critique of a peer group's work.

Technology Integration

1. Word processing software
2. Internet browsing databse
3. Video recording device

Resources

1. "Introduction to Poetry" by Billy Collins
2. "Exile" by Julia Alvarez
3. "Digging" by Seamus Haney
4. "Do Not Weep, Maiden, for War is Kind" by Stephen Crane
5. "Tonight I Can Write . . . " by Pablo Neruda
6. "Telephone Conversation" by Wole Soyinka
7. "Girls Can We Educate We Dads?" by James Berry
8. *The Complete Poems Collection* by Elizabeth Bishop
9. *The Complete Collected Poems of Maya Angelou* by Maya Angelou
10. *The Giant Book of Poetry* by William Roetzheim
11. *100 Best-Loved Poems* by Phillip Smith
12. *Take the Mic: The Art of Performance Poetry, Slam, and the Spoken Word* by Mark Smith and Joe Kraynak
13. *A Thousand Mornings: Poems* by Mary Oliver
14. *New York Times* column entitled "Writers on Writing"

Resources

* TP-CASTT Format (<http://www.readwritethink.org/files/resources/30738_analysis.pdf>)

Grade 10 English Language Arts  
English 10

Shakespeare and The Globe

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 910 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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. 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.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. 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.9-10.2f. 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.9-10.2. 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.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3a. 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.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.9-10.9a. Apply grades 910 Reading standards to literature (e.g., 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]).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 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.9-10.3. 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.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 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 words 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).

Demonstrate understanding of word relationships and nuances in word meanings.

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.

Acquire and use accurately a range of 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.

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.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

In this seven-week unit, "Shakespeare and The Globe," students will study Shakespeares sonnets and plays. Students will engage in the material by performing Shakespeare to experience the story, identify with characters, and take ownership of the language. They will also engage with the text by studying the time period and watching film adaptations of Shakespeares plays. By the end of this unit, students will understand the various reasons why we still study Shakespeare today: his work deals with familiar, universal concerns, increases our vocabulary and knowledge of the Elizabethan age, connects to multifarious human emotions, plays with language, and introduces us to various view points that are beyond the familiar and everyday.

Resources

Unit Goals

1. Identify characteristics of a play and how a play differs from prose, poetry, and film.
2. Recognize the basic structure of a Shakespearean play and determine its effect on the understanding of individual plays.
3. Investigate the application of various reading strategies and analyze their effect on our understanding of the text.
4. Evaluate the effectiveness of paraphrasing versus summarizing passages within a Shakespearean play.
5. Make connections between Shakespeare's English and our modern context for it.
6. Connect our understandings of the human condition to themes in Shakespearean plays.
7. Cite evidence of how a playwright's writing style differs from that of a prose writer or poet.
8. Practice techniques of body language and voice to convey thematic meaning.
9. Analyze how an actor's delivery allows the reader to understand Shakespeare's language.
10. Critique the experiences of watching plays and films versus reading Shakespeare's texts and draw conclusions on our understandings.
11. Connect Shakespeare's legacy in literature and relate how his work remains relevant to modern times.

Big Ideas

1. Literature transcends time and is applicable to our lives today.
2. Literature is often rooted in oral traditions of the past.
3. Stories can be told through various mediums, which influence our experience with the text.

Enduring Understandings

1. The impact of a text on a reader is influenced by how an author develops elements of a literary text and by the reader's/audience member's experience.
2. Literature can provide rich and timeless themes that convince us of the universality of human nature.
3. Shakespearean plays depict the choices that people make and the accompanying consequences.
4. Shakespeare expresses emotion through a variety of techniques in order to appeal to an audience's experience.
5. Reading and listening to multiple perspectives helps one understand the content and broaden one's appreciation and understanding of the text.
6. Speaking, listening, and viewing are fundamental processes that people use to express, to explore, and to learn.

Content

1. similarities and differences between a comedy and a tragedy
2. elements that differentiate plays from prose, poetry, and film
3. Shakespeare's plot diagram
4. literary terms related to the genre of theater (i.e., soliloquy, monologue, tragic character, dramatic irony, pun, stage direction, plot diagram, aside, theme, verse, stanza, couplet, blank verse, foot, meter, iambic pentameter, rhyme, fourth wall, props, tragedy, tragic flaw, tragic hero, allusion, etc.)
5. different reading strategies including (but not limited to) accessing footnotes, reading aloud, and listening to an audio version
6. components of a theatrical scene (i.e., setting, costumes)
7. differences between paraphrasing and summarizing

Skills

1. Recognize the elements of a comedy.
2. Recognize the elements of tragedy.
3. Analyze a play's main theme.
4. Analyze a dramatic character.
5. Identify terms related to the genre (i.e., soliloquy, monologue, tragic character, dramatic irony, pun, stage direction, plot diagram, aside, theme, verse, stanza, couplet, blank verse, foot, meter, iambic pentameter, rhyme, fourth wall, props, tragedy, tragic flaw, tragic hero, allusion, etc.).
6. Employ different reading strategies.
7. Experiment with reading the play aloud or listening to an audio version of the play.
8. Critique a scene determining whether summary or paraphrase is more effective in conveying understanding.
9. Utilize footnotes or other margin notes.
10. Convert a reading of a scene into a performance.
11. Interpret a play in writing as well as verbally.
12. Evaluate the impact of language related to an audience and purpose.
13. Identify patterns of concerns found in Shakespeare's literature and modern times.
14. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
15. 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.
16. 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.
17. 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).
18. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
19. 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.
20. 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).

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 audiences 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).

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.

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.

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

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

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.

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.

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.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Use a colon to introduce a list or quotation.

Spell correctly.

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.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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.

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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Analyze nuances in the meaning of words with similar denotations.

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.

Essential Questions

1. What is a play? How is a play similar to and different from prose, poetry, and film?
2. How can understanding the basic structure of a Shakespearean play aid in the understanding of individual plays?
3. How can we use reading strategies to help us understand the language and syntax used by Shakespeare?
4. How can paraphrasing and summarizing help us to better understand complex texts?
5. How have Shakespeares plays influenced todays language?
6. How does reading Shakespeare reveal the universality of the human condition?
7. Why does a playwright have different writing concerns from those of a prose writer or poet?
8. How can body language and voice be used to convey thematic meaning?
9. How does delivery contribute to our understanding of Shakespearean language?
10. What is the difference in the experience between seeing a play and seeing a movie?
11. What is the difference between reading a play and seeing it performed?
12. Why are Shakespeares plays taught so often in school? What do students learn from reading Shakespeare?

Stage 2: Assessment Evidence

Shakespeare's Themes

Formative: Class Discussion

As a class, students will analyze a play's main themes. Students will provide textual evidence to support their answers. Discussion will center on the following questions: How was the play perceived in its time?To which social class was Shakespeare writing?What were the stories, traditions, and other cultural elements that influenced the writing of the play?What was the play's cultural significance?

Shakespeare's Characters

Formative: Class Discussion

Students will learn how to analyze a character and plot the character's development. Students will use textual evidence to support their answers. Discussion will center on the following questions: From which social class is the character?How does this shape the character?What is the character's mentality?What is his/her motivation?What are the character's strengths and weaknesses?How does the character develop throughout the play?

Allusions to the Bard

Formative: Technology Project

Students will create a PowerPoint slide that features an allusion to Shakespeare found on the Internet, television, newspaper, magazine, or social media. Students should draw conclusions regarding Shakespeare's relevancy in our times.

The Shakespeare Herald

Summative: Project

In groups, students will create a newspaper that includes an interview with a character from the studied play, an article relating to the theme of the play, as well as an opinion on Shakespeare. Each article should include evidence from the text or research. Students will also create additional newspaper features including, but not limited to, advertisements, coupons, and crosswords.

Shakespeare Charades

Formative: Dramatization

In groups, students will convert a scene to an in-class performance that features body language to illustrates the students' understanding of the text. This activity will feature several silent tableaus as students perform the scene. Students in the audience will guess which scene the group is performing and rate the group's effectiveness in conveying the scene.

The Closing Scene

Summative: Unit Exam

Students will be given a test that assesses their understanding of the play's themes, characters, relationships to modern times, and literary devices that relate to the genre.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Group Discussion: Through group discussions, students will learn how to analyze a play's main theme. Discussion will center on the following questions: *How was the play perceived in its time? To which social class was Shakespeare writing?*

Group Discussion: Through group discussions, students will learn how to analyze a character. Discussion will center on the following questions: *From which social class is the character? How does this shape the character? What is the character's mentality? What is his/her motivation? What are the character's strengths and weaknesses?*

Technology Integration Task: Students will create a PowerPoint slide that features an allusion to Shakespeare found on the Internet, television, newspaper, magazine, or social media. Students should draw conclusions regarding Shakespeare's relevancy in our time.

Cooperative Learning Group: In groups, students will create a newspaper that includes an interview with a character from the studied play, an article relating to a theme of the play, as well as an opinion piece on Shakespeare. Students will also create additional newspaper features including, but not limited to, advertisements, coupons, crossword puzzles.

Class Performance: In groups, students will convert a scene to an in-class performance that features body language that illustrates their understanding of the text. (Optional: students can dress in costume or create props.)

Resources

Technology Integration

1. Word processing software
2. Internet browsing database
3. Video recording software
4. LCD projector
5. DVD/VCR combination player

Resources

1. *The Oxford Shakespeare: The Complete Works 2nd Edition* by William Shakespeare, Stanley Wells, Gary Taylor and John Jowett

*Shakespeare in America: An Anthology from the Revolution to Now* by various authors, James Shapiro (editor)

*Shakespeare: His Work and His World* by Michael Rosen

*Shakespeare Alive!* by Joseph Papp

*Shakespeare: Drama's DNA* (Films for the Humanities)

Resources

* The National Endowment for the Arts Lesson Plans ([www.shakespeareinamericancommunities.org](http://www.shakespeareinamericancommunities.org))