

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

EN200

English 10 Honors

Adopted 06/20/2017

Updated 12/18/18

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

In Honors Sophomore English, the student will study literary genres of short stories, novels, and plays. A focus on the key elements of narration--plot, character, setting, point of view, symbolism, irony, and theme--will be included in the course. Students will be able to develop an awareness of writing as a process. Essay writing, study skills, grammar, usage, vocabulary, research skills, and public speaking will be incorporated throughout the year.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL 9-10.1 RL9-10.4 RL9-10.5 RL9-10.6	W.9.10.2 W.9-10.3 W.9-10.4 W.9-10.9	SL.9-10.2 SL.9-10.4 SL 9-10.5 SL 9-10.6	L.9-10.5 L.9-10.4
Unit 2	RL.2 RL.4 RL.5 RL.9-10 RI.1 RI.5 RI.8 RI.9-10	W.1 W.2 W.4 W.6 W.7	SL.1 SL.3 SL.4 SL.4.b SL.5 SL.6 WL.4	L.1 L.1.a L.1.b L.4 L.4.b L.4.d L.5 L.6
Unit 3	Ri 9-10.1. Ri 9-10.2. Ri 9-10.6. Ri 9-10.8. Ri 9-10.9. RL.9-10.1 RL.9-10.4 RL.9-10.6	Ri 9-10.1. Ri 9-10.2. Ri 9-10.6. Ri 9-10.8. Ri 9-10.9. RL.9-10.1 RL.9-10.4 RL.9-10.6	SL.9-10.1. SL.9-10.1.a. SL.9-10.1.b. SL.9-10.3. SL.9-10.4. SL.9-10.5. SL.9-10.6.	L.9-10.1. L.9-10.1.a L.9-10.1.b L.9-10.2. L.9-10.2.c. L.9-10.4. L.9-10.4.a. L.9-10.4.b. L.9-10.4.c L.9-10.4.d. L.9-10.5.a L.9-10.6.

Unit 4	RL.1 RL.2 RL.3 RL.4 RI.2	W.1 W.1.b W.2 W.4 W.5 W.6 W.7 W.9.1	SL.1 SL.1.c SL.1.d SL.3 SL.4 SL.4.a SL.3.b	L.1 L.1.b L.4 L.4.a L.4.b L.4.c L.4.d L.5 L.5.a L.5.b
Unit 5	RI.9-10.4 RI.9-10.5	W.9-10.3 W.9-10.10	SL.9-10.1 SL.9-10.4 SL.9-10.5 SL.9-10.6	W.9-10.3 W.9-10.10

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a 	Standard 9.1 All students will

	2: The Language of Language Arts	<p>commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <ul style="list-style-type: none"> ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
4	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

		copyright, fair use and/or Creative Commons to an original work.	
5	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	36 days
Unit 2	36 days
Unit 3	36 days
Unit 4	36 days
Unit 5	36 days

Overview of Required Activities

	Required Activities	Novels
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<p>Unit 1</p>	<p>Unit Activities: Unit Goals Unit Reflection Academic Vocabulary</p> <p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft & Structure Author’s Style Evidence Logs Conventions & Style</p>	<p>Optional: <i>The Invisible Man</i> <i>Frankenstein</i> <i>Dracula</i></p>
<p>Unit 2</p>	<p>Unit Activities: Unit Goals: Unit Reflection: Academic Vocabulary:</p> <p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft & Structure Author’s Style Evidence Logs Conventions & Style</p>	<p>Required - Choose: <i>The Alchemist</i> <i>The Scarlet Letter</i> <i>The Hobbit</i> <i>The Perks of Being a Wallflower</i> <i>The Catcher in the Rye</i> <i>Patchwork: A Story of “The Plain People”</i></p>
<p>Unit 3</p>	<p>Unit Activities: Unit Goals Unit Reflection Academic Vocabulary</p> <p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft & Structure Author’s Style Evidence Logs Conventions & Style</p>	<p>Optional: <i>Beloved</i> <i>Things Fall Apart</i> <i>Incidents in the Life of a Slave Girl</i> <i>I Know Why the Caged Bird Sings</i> <i>Catalyst</i></p>
<p>Unit 4</p>	<p>Unit Activities: Unit Goals: Unit Reflection: Academic Vocabulary:</p> <p>Selection Activities:</p>	<p>Optional: <i>The Count of Monte Crisco</i> <i>Moby Dick</i> <i>Hamlet</i> <i>The Kite Runner</i></p>

	<p>Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style</p>	
<p>Unit 5</p>	<p>Unit Activities: Unit Goals Unit Reflection Academic Vocabulary</p> <p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style</p>	<p>Required - Choose: <i>Blindness</i> <i>King Lear</i> <i>All the Light We Cannot See</i> <i>Color of Water</i> <i>The Hound of Baskervilles</i> <i>Midsummer Night's Dream</i> <i>A Streetcar Named Desire</i></p>

Unit 1: Inside the Nightmare (MyP Unit 1)

Unit Summary

Whether they describe an old house with unusual secrets or visit from a mysterious stranger, stories that terrify us seem to draw us in. Authors through the ages have explored this attraction by writing about the things that frighten us the most. This unit has been designed to allow you to explore both a range of themes in literature of fear and the reasons we enjoy being scared.

Essential Questions

What is the allure of fear?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RL 9-10.1 RL9-10.4
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).	RL9-10.5
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.	RL9-10.6

Suggested Materials/Educational Resources

My Perspectives:

Whole Class Learning:

Small-Group Learning:

Independent Learning

[Edgar Allan Poe Biography](#)

Frankenstein

The Invisible Man

Dracula

WRITING

Critical Knowledge and Skills

Standards

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.

- A. 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.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and

W.9.10.2

tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

W.9-10.3

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

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply <i>grades 9–10 Reading standards</i> 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 mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “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”).</p>	<p>W.9-10.4</p> <p>W.9-10.9</p>
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Suggested Materials/Educational Resources

My Perspectives:
Whole Class Learning
Small-Group Learning
Independent Learning
[Edgar Allan Poe Biography](#)
Frankenstein
The Invisible Man
Dracula

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a	SL.9-10.1

range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.9-10.1.b
SL.9-10.4
SL.9-10.5
SL.9-10.6

Suggested Materials/Educational Resources

My Perspectives:

- Whole Class Learning
- Small-Group Learning
- Independent Learning

[Edgar Allan Poe Biography](#)

Frankenstein
 The Invisible Man
 Dracula

LANGUAGE

Critical Knowledge and Skills

Standards

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

c. Spell correctly.

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

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

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.

L.9-10.2.c
 L.9-10.4
 L.9-10.4.b
 L.9-10.6

Suggested Materials/Educational Resources

ASSESSMENT PLAN

District/School Formative Assessment Plan

District/School Summative Assessment Plan

Annotations
 Evidence Logs
 Word Networks
 Analyzing Craft & Structure
 Author's Style
 Socratic Seminar

Performance Based Assessment Part 1
 Small Group Performance Based Assessment part 1

Ticket Outs Do Nows Unit Goals Check Journals		
District/School Texts		District/School Supplementary Materials
My Perspectives The Invisible Man Frankenstein Dracula		Scholastic Upfront Magazine Pearson Writer's Coach
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Organization and Focus

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - Psychology of fear - Brain development - Social interest

- Historical influence of time periods in which texts were written and/or represent

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Close Reading and Annotation Guide](#)

[Evidence Log Guide](#)

[Word Network Model](#)

[Research Guide Grades 9-12](#)

[Writing Informational/Explanatory Grades 9-10](#)

Unit 2: Outsiders and Outcasts (MyP Unit 2)

Unit Summary

The idea of social isolation is a common thread throughout literature. Is it because being alone is just a normal part of life? Throughout the unit, students will deepen their perspective of outsiders and outcasts by reading, writing, speaking, presenting, and listening.

Essential Questions

Do people need to belong?

READING

Critical Knowledge and Skills

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 and provide an objective summary of the text.

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 author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Analyze in detail how an author's ideas or claims are developed and refined by

Standards

RL.2
RL.4
RL.5
RI.1
RI.5
RI.8

<p>particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>Describe 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 reasoning.</p>	
<p>Suggested Materials/Educational Resources</p>	
<p>The Alchemist The Scarlet Letter The Perks of Being a Wallflower The Catcher in the Rye <i>Patchwork: A Story of the Plain People</i></p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and</p>	<p>W.1 W.2 W.4 W.6 W.7</p>

purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. 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.

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

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

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

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the

<p>norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>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.</p>	
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Suggested Materials/Educational Resources

<p>Whole Class Learning Text: Small Group Learning Texts: Independent Learning Texts</p>

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material</p>	<p>SL.1 SL.3 SL.4 SL.5 SL.6</p>

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.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. 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.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. 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, identifying any false reasoning or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Materials/Educational Resources

Whole Class Learning Text:
Small Group Learning Texts:
Independent Learning Texts

LANGUAGE

Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. 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.</p>	<p>L.1</p>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>L.1.a L.1.b L.4 L.4.b L.4.d</p>
<p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>L.5 L.6</p>
<p>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).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

<p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>	
Suggested Materials/Educational Resources	
<p>Whole Class Learning Text: Small Group Learning Texts Independent Learning Texts</p>	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
annotations of text word networks analyzing craft and structure author's style Performance Task: Writing Focus Performance Task Prep participation journals Do Nows	Performance Based Assessment Part 1 Small Group PBA Performance Based Assessment Part 2
District/School Texts	District/School Supplementary Materials
MyPerspectives The Alchemist The Perks of Being a Wallflower The Scarlet Letter The Catcher in the Rye Patchwork: A Story of the Plain People	Pearson Writer's Coach, NYT Upfront Magazine
District/School Writing Tasks	

Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Focus and Organization

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - social constructs - social issues - Brain development - Social interest - Historical influence of time periods in which texts were written and/or represent

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide Evidence Log Guide Word Network Model Research Guide Grades 9-12 Writing Argument Grades 9-10

Unit 3: Extending Freedom's Reach (MyP Unit 3)

Unit Summary

Whether it means a journalist's right to share information or a child's right to go to school, the definition of freedom changes with time and place. It also depends on the people involved and the situations they face. Throughout history, people have used the power of the written word to explain and pursue their concepts of freedom. This unit has been designed to allow you to explore a range of different ideas, past and present, about the meaning of freedom.

Essential Questions

What is the difference between power and freedom?

READING

Critical Knowledge and Skills

- Accurately cite strong and thorough textual evidence
- Determine central ideas
- Determine author's point of view
- Determine and evaluate the argument in the text
- Analyze and reflect on documents of historical literary significance
- Determine the meaning of words and phrases as they are used in the text
- Analyze a particular point of view from text outside of the United States, drawing from world literature

Standards

RI 9-10.1.

RI 9-10.2.

RI 9-10.6.

RI 9-10.8.

RI 9-10.9.

RL.9-10.1

RL.9-10.4

RL.9-10.6

Suggested Materials/Educational Resources

MyPerspective- Unit 3

Whole-Group Learning texts

Small-Group Learning texts

Independent Learning texts

Novels: (Optional)

- *Incidents in the Life of a Slave Girl*
- *I Know Why the Caged Bird Sings*

- *Catalyst*

WRITING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> ● Write informative/explanatory to examine and convey complex ideas <ul style="list-style-type: none"> ○ Introduce topic ○ Develop topic ○ Use appropriate and varied transitions ○ Use precise language ○ Establish and maintain a style and tone appropriate to audience and purpose ● Write narratives to develop real or imagined experiences or events <ul style="list-style-type: none"> ○ Use precise words and phrases ● Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual ● Use technology, including the Internet, to produce, share, and update individual or shared writing products ● Gather relevant information from multiple authoritative print and digital sources ● Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research <ul style="list-style-type: none"> ○ 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 	<p>W.9-10.2</p> <p>W.9-10.3.d</p> <p>W.9-10.5.</p> <p>W.9-10.6</p> <p>W.9-10.8</p> <p>W.9-10.9</p> <p>W.9-10.9.b</p> <p>W.9-10.10.</p>

Suggested Materials/Educational Resources

- MyPerspectives : Tool Kit
 - Writing
 - Research
- MLA or APA Style Handbook
- Purdue Owl:
 - <https://owl.english.purdue.edu/owl/>

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> ● Initiate and participate effectively in a range of collaborative discussions <ul style="list-style-type: none"> ○ Come to discussions prepared, having read and researched material under study ○ Collaborate with peers to set rules for discussions ● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence ● Present information, findings, and supporting evidence clearly, concisely, and logically ● Make strategic use of digital media ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. 	SL.9-10.1. SL.9-10.1.a. SL.9-10.1.b. SL.9-10.3. SL.9-10.4. SL.9-10.5. SL.9-10.6.

Suggested Materials/Educational Resources

- MyPerspectives : Tool Kit
 - Research

LANGUAGE

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> ○ Use parallel structure ○ Use various types of 	L.9-10.1. L.9-10.1.a L.9-10.1.b

<p>phrases and clauses to convey specific meanings and add variety and interest to writing or presentations</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> ○ Spell correctly ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases <ul style="list-style-type: none"> ○ Use context 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 ○ Consult general and specialized reference materials ○ Verify the preliminary determination of the meaning of a word or phrase ● 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 	<p>L.9-10.2.</p> <p>L.9-10.2.c.</p> <p>L.9-10.4.</p> <p>L.9-10.4.a.</p> <p>L.9-10.4.b.</p> <p>L.9-10.4.c</p> <p>L.9-10.4.d.</p> <p>L.9-10.5.a</p> <p>L.9-10.6.</p>
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Suggested Materials/Educational Resources

- MyPerspectives
- *Incidents in the Life of a Slave Girl*
- *Catalyst*
- *I Know Why the Caged Bird Sings*
- Dictionary
- Thesaurus
- Glossary

- Google Search Engine
- Writer's Coach

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
MyPerspectives unit activities	Performance Based Assessment Part 1	
District/School Texts	District/School Supplementary Materials	
MyPerspectives Associated Novels Writer's Coach	UpFront	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Focus and Organization

Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections

- historical references to freedom / social studies
- Historical influence of time periods in which texts were written and/or represent

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Close Reading and Annotation Guide](#)

[Evidence Log Guide](#)

[Word Network Model](#)

[Research Guide Grades 9-12](#)

[Writing Informational/Explanatory Grades 9-10](#)

Unit 4: Virtue and Vengeance (MyP Unit 5)

Unit Summary

When one has been wronged, it can be difficult to forgive. How do we choose to move on from painful situations? Students will deepen their perspectives of forgiveness by reading, writing, speaking, listening, and presenting. They will also be able to read, evaluate, and write an argument.

Essential Questions

What motivates us to forgive?

READING

Critical Knowledge and Skills

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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 and 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).

Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

Standards

RL.1
RL.2
RL.3
RL.4
RI.2

Suggested Materials/Educational Resources

My Perspectives:

Whole Class Learning:

Small-Group Learning:

Independent Learning

Hamlet

The Count of Monte Cristo

Moby Dick

The Kite Runner

WRITING

Critical Knowledge and Skills

Standards

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 avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.1
W.1.b
W.2
W.4
W.5
W.6
W.7

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

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.

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

Suggested Materials/Educational Resources

My Perspectives:

Whole Class Learning:

Small-Group Learning:

Independent Learning

Hamlet

The Count of Monte Cristo

Moby Dick

The Kite Runner

MLA Handbook

Purdue Owl

SPEAKING AND LISTENING

Critical Knowledge and Skills

Standards

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.1
SL.1.c
SL.1.d
SL.3
SL.4

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 various perspectives, summarize points of agreement and disagreement, and justify own views. 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, identifying any false reasoning or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Suggested Materials/Educational Resources

My Perspectives
Whole Class Learning:
Small-Group Learning:
Independent Learning
 Hamlet
 The Count of Monte Cristo
 Moby Dick
The Kite Runner

LANGUAGE

Critical Knowledge and Skills

Standards

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

L.1
 L.1.b

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

L.4
 L.4.a
 L.4.b
 L.4.c
 L.4.d

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>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.</p> <p>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).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	<p>L.5 L.5.a L.5.b</p>
<p>Suggested Materials/Educational Resources</p>	
<p>MyPerspectives: Whole Class Learning: Small-Group Learning: Independent Learning</p>	

Hamlet
 The Count of Monte Cristo
 Moby Dick
The Kite Runner

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
annotations of text word networks analyzing craft and structure author's style Performance Task: Writing Focus Performance Task Prep participation journals Do Nows Informal Speech		Performance Based Assessment Part 1	
District/School Texts		District/School Supplementary Materials	
Hamlet The Count of Monte Cristo Moby Dick The Kite Runner MyPerspectives		Pearson Writer's Coach NYT Upfront Magazine	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
PBA 1	Evidence and Elaboration	Focus and Organization	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Close Reading and Annotation Guide](#)
[Evidence Log Guide](#)
[Word Network Model](#)
[Research Guide Grades 9-12](#)
[Writing Narrative Grades 9-10](#)

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent

Unit 5: Blindness and Sight (MyP Unit 6)

Unit Summary

When we say “I see,” what do we mean? How many way are there to see-or fail to see-the world? Throughout the unit, students will deepen their perspective of blindness and sight by reading, writing, speaking, listening, and presenting.

Essential Questions

What does it mean to see?

READING

Critical Knowledge and Skills	Standards
Determine the meaning of words and phrases as they are used in text	RI.9-10.4 RI.9-10.5
Analyze how author’s ideas are developed	

by portions of text	
Suggested Materials/Educational Resources	
<u>King Lear</u> Color of Water <i>The Hound of Baskervilles</i> <i>A Midsummer Night's Dream</i> A Streetcar Names Desire MyPerspectives: Whole Class Learning Small Group Learning Independent Learning	

WRITING	
Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences	W.9-10.3 W.9-10.10
Write routinely for a range of tasks, purposes, and audiences	
Suggested Materials/Educational Resources	
<u>King Lear</u> Color of Water <i>The Hound of Baskervilles</i> <i>A Midsummer Night's Dream</i> A Streetcar Names Desire MyPerspectives: Whole Class Learning Small Group Learning Independent Learning	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.9-10.1 SL.9-10.4 SL.9-10.5 SL.9-10.6
Present information clearly so listeners can follow the line of reasoning	
Make strategic use of digital media	
Adapt speech to a variety of contexts and texts	
Suggested Materials/Educational Resources	
<u>King Lear</u>	

Color of Water
The Hound of Baskervilles
A Midsummer Night's Dream
A Streetcar Names Desire
MyPerspectives:
Whole Class Learning
Small Group Learning
Independent Learning

LANGUAGE

Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>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.</p>	<p>L.2, L.4.b, L.6, L.3</p>

Suggested Materials/Educational Resources

King Lear
Color of Water
The Hound of Baskervilles
A Midsummer Night's Dream
A Streetcar Names Desire
MyPerspectives:
Whole Class Learning
Small Group Learning
Independent Learning

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
annotations of text word networks analyzing craft and structure author's style Performance Task: Writing Focus Performance Task Prep participation journals Do Nows Narrative Essay		Performance Based Assessment Part 1	
District/School Texts		District/School Supplementary Materials	
MyPerspectives <u>King Lear</u> Color of Water <i>The Hound of Baskervilles</i> <i>A Midsummer Night's Dream</i> A Streetcar Names Desire		Pearson Writer's Coach NYT Upfront Magazine	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
PBA 1	Evidence and Elaboration	Focus and Organization	

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Close Reading and Annotation Guide](#)

[Evidence Log Guide](#)

[Word Network Model](#)

[Research Guide Grades 9-12](#)

[Writing Narrative Grades 9-10](#)