Course Title: English 10 C.P.

Subject: Language Arts Literacy

Grade Level: 10

Duration: Full Year

Prerequisite: 9th grade English

Elective or Required: Required

Language Arts Literacy Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

American literature emphasizes the diversity and cultural richness of the American experience. Reading selections are organized chronologically to present the literature of the United States in an historical context. The number and variety of selections, from traditional to contemporary, offer choice and flexibility in meeting curriculum requirements, as well as student needs and interests. Students are given the opportunity to express themselves as American thinkers within the context of the rich American heritage. The curriculum stresses critical thinking, problem solving, personal expression, cooperative learning, awareness of the changing American character and an understanding of the challenges of the past and present.

Author: Matthew Cannici & Patrick Hansen

Date Submitted: Summer 2015
English 10 C.P.
Unit 1: American Dilemmas

Approximate # Of Weeks: 2

Essential Questions:

● What are the narrative techniques used to create moral dilemmas in a work of fiction?
● How is tension, fear, regret used to create realistic fiction?

Upon completion of this unit students will be able to:

● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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).
● CCSS.ELA-LITERACY.RL.9-10.5 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 such effects as mystery, tension, or surprise.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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., Auden’s "Musée des Beaux Arts" and Breughel’s Landscape with the Fall of Icarus).
● CCSS.ELA-LITERACY.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).
● CCSS.ELA-LITERACY.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 9-10 text complexity band independently and proficiently.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.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).

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

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

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

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

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

CCSS.ELA-LITERACY.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.

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

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

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

CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.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.

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Interdisciplinary Standards:

- **Standard 6.1 U.S. History: America in the World**
  - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 8.1 – Computer and Information Literacy**
  - All students will use computer applications to gather and organize information and to solve problems.

Activities:

- Assess summer reading through short quiz or writing
- Complete a map activity of Newark in order to show proximity to Bucky’s playground, the Weequahic neighborhood, and more settings.
- Research: Use online research tools to analyze epidemics on the same scale of polio. Come to an understanding of the measurable and immeasurable scope to some diseases.
- Groupwork: Use infogr.am in order to create a singularly viewable infograph displaying all aspects to the researched epidemic.
- Discussion: An introduction to the concepts of moral dilemmas. A link to Bucky’s particular scenario can be made, as well as hypotheticals for students to discuss.
- Homework: Student created moral dilemmas for discussion.
- Lesson: Writing lessons prior to the essay in order to reintroduce writing concepts and expectations. Rubric presentation and essay reflections can be introduced.
- Novel-based vocabulary and vocabulary activities.
Essay: Complete an analytical essay in response to a book concept. Ideas can include, “Describe how Arnie Mensikoff views Bucky through his narration. How does Arnie characterize Bucky?”, “Why is the novel entitled Nemesis?”, “How does Herman Melville’s line from Moby Dick “There is wisdom that is woe but there is woe that is madness” relate to Nemesis? When making this connection, introduce Melville’s quote in the introduction”, “What are the three pivotal moments through Bucky’s story? All three must span the entire course of the novel and you must argue why he was correct in his decision making.”

Writing Assignments:
- Research: Use online research tools to analyze epidemics on the same scale of polio. Come to an understanding of the measurable and immeasurable scope to some diseases.
- Essay: Complete an analytical essay in response to a book concept. Ideas can include, “Describe how Arnie Mensikoff views Bucky through his narration. How does Arnie characterize Bucky?”, “Why is the novel entitled Nemesis?”, “How does Herman Melville’s line from Moby Dick “There is wisdom that is woe but there is woe that is madness” relate to Nemesis? When making this connection, introduce Melville’s quote in the introduction”, “What are the three pivotal moments through Bucky’s story? All three must span the entire course of the novel and you must argue why he was correct in his decision making.”

Enrichment Activities:
- Visit the Weequahic neighborhood in Newark.
- Create personalized moral dilemmas and create a conversation surrounding the dilemma.
- Study figures who have been affected by the polio epidemic.
- Complete extra summer reading novels with thematic links.
- Read other works by any of the authors covered in this unit. (9-10.RI.10, 9-10.RL.10)
- Go to Hyde Park, N.Y. to visit the Franklin Delano Roosevelt Museum and Library to better understand the life of someone affected by Polio.

Methods of Assessments/Evaluation:
- Essay
- Vocabulary quiz
- Summer reading check shot quiz
- Class Discussions
- Infograph
- Socratic seminar

Resources: Text, Literature (RL), Informational (RI):

Core texts:
- Nemesis by Philip Roth
- Online-based articles regarding epidemics

Online Resources:
- Library databases
- Infogr.am
- Google Classroom
- WebQuest
- Google Apps for Education (GAFE)
English 10 C.P.
Unit 2: Post-Modernism

Approximate # Of Weeks: 5

Essential Questions:
● How do postmodern authors incorporate the evolving nature of literacy in their work?
● What happens to people after the worst has happened?
● How does the post-modern work help to exemplify our current way of life?

Upon completion of this unit students will be able to:
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative, 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).
● CCSS.ELA-LITERACY.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., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
● CCSS.ELA-LITERACY.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).
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● CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
● CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
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● CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.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.

Interdisciplinary Standards:
- **Standard 9.1 21st-Century Life & Career Skills**
  - 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.
- **Standard 6.3 Active Citizenship in the 21st Century**
  - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Debate: Research both sides of the vaccination of debate to put in conversation with the novel in terms of the fears that guide characters on both sides.
- Seminar: Conduct a Socratic Seminar exploring close readings that reveal the narrators’ through their sections of the book.
- Experiment with different methods to test the speed of information and explore examples of hackers being able to manipulate that speed.
- Comparative Study: Continue the application of the focusing *Moby-Dick* quotation: “There is a wisdom that is woe; there is a woe that is madness.”
- Group draft an exposition that creates characters and a setting that create fertile ground for hysteria or fear, using *The Fever* as a model text.
Adapt sections of the rising action and denouement of *The Fever* into a drama for brief scene performances.

Use a short story with simple, sound narrative development in order to help students properly craft their coming narratives.

Comparative Study: Conduct a film study of how music is used as a substitute for narrative tension and how author’s establish the same effect.

**Writing Assignments:**

- Narrative Assignment: Create an alternate narrative from another character in the novel.
- Narrative Assignment: Create a narrative prior to the beginning of the story or extending the ending of the novel.
- Narrative Assignment: Using paralleled character voice or author writing style, write a narrative with the similar theme of fear interacting with reason in the modern world.
- Seminar and Debate Reflections

**Enrichment Activities:**

- Complete further reading about the situation in Le Roy, NY.
- Make parallels between the story of *The Fever* and any other real life historical situations of mass hysteria or fear interacting and impacting reason.
- Begin preliminary research into the Salem Witch Trials or the McCarthyism Red Scare.
- Complete peer work or extended editing on narrative writing activity.
- Apply the psychological studies from the 9th grade course (The Stanford Prison Experiment, The Asch Conformity Study, and The Milgrim Experiment) to the psychological underpinnings of *The Fever* to understand the larger commentary at play.

**Methods of Assessments/Evaluation:**

- Narrative Essay
- Socratic Seminar
- Vocabulary quiz
- Reading quiz
- Debate Participation
- Group Work

**Resources:** Text, Literature (RL), Informational (RI)

**Core texts:**

- *The Fever* by Megan Abbott

**Optional texts:**

- Lillian Hellman, “I cannot and Will Not Cut My Conscience to Fit This Year’s Fashions”
- Junot Diaz, “The Terror”
- Colum McCann, “What Baseball Does for the Soul”
- Sherman Alexie: “Superman and Me” and “My Heroes…”
- Online articles regarding Le Roy, New York
- Joyce Carol Oates, “Where Are You Going, Where Have You Been?"
  - “It’s All Over Now, Baby Blue” by Bob Dylan
- Joan Didion, “The Santa Ana Winds”
Online Resources:
- Articles on Le Roy, New York
- YouTube for complimentary film and music clips
- Online information on psychological studies
- Court documents from Salem Village (website)
- Textbook website
- Google Apps for Education (GAFE)
English 10 C.P.
Unit 3: Religious Foundations

Approximate # Of Weeks: 5

Essential Questions:
- How did religion affect daily life and beliefs about independence?
- How does a post-modernist writer deal with both the literary and religious traditions of this country?
- How does this development in the writing progress the American voice we see today?

Upon completion of this unit students will be able to:
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative, 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).
- CCSS.ELA-LITERACY.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., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- CCSS.ELA-LITERACY.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).
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- **CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

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

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

- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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- **CCSS.ELA-LITERACY.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.

- **CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3here for specific expectations.)

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  ○ 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.
● Standard 6.1 U.S. History: America in the World
  ○ All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
● Standard 6.3 Active Citizenship in the 21st Century
  ○ All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
● Group Work: Students complete anchor charts of historical context, author information, Salem facts and figures, and more.
● Creative Work: Students create a mock brochure for the town of Salem.
● Students perform a “15-minute Crucible”.
● A class game of a witch hunt. Students are secretly designated as “towns folk” or “witches” and must converse to discover the witches.
● Read and perform the play as a class. Students will be assigned parts and use a performance rubric to track progress.
● Listen to audio clips of the Richard Dreyfus recording of the play.
● Compare the play with the accounts of hysteria surrounding the shaking girls in Le Roy, N.Y. in 2011.
  ○ Pair the play with Megan Abbott’s, The Fever.
● View the film version of The Crucible and discuss whether the film captures the characters and themes of the original text.
  ○ A special interest can be lent to the courtroom scene of the penultimate act in the play. Students can read the scene and then view the counterpart for comparisons.
  ○ View a scene from the film “There Will Be Blood” in which Eli Sunday is delivering his sermon.
● Seminar: Select one passage from The Crucible and one from one of the informational texts that treat a similar theme. How are the themes revealed in the different genres? What different techniques/literary devices do the authors use to convey theme?
● Independent novel or nonfiction book: Read a book independently, outside of class. Submit three benchmark assignments that demonstrate your understanding of character, theme, and style.
Writing Assignments:

- Essay question “Is John Proctor a tragic figure? Why or why not?” Compare him to other tragic figures studied in grade 9, such as Romeo and Randle McMurphy. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement.
- Compose a narrative from the perspective of a selected character in The Crucible, using text evidence to develop a believable voice. Anchor the narrative in a specific culminating moment (e.g. a prison journal from John Proctor in the days leading to his execution).
- Compose a comparative analysis utilizing the following quotation from Abraham Lincoln:
  At what point shall we expect the approach of danger? By what means shall we fortify against it?-- Shall we expect some transatlantic military giant, to step the Ocean, and crush us at a blow? Never!--All the armies of Europe, Asia and Africa combined, with all the treasure of the earth (our own excepted) in their military chest; with a Buonaparte for a commander, could not by force, take a drink from the Ohio, or make a track on the Blue Ridge, in a trial of a thousand years.
  At what point then is the approach of danger to be expected? I answer, if it ever reach us, it must spring up amongst us. It cannot come from abroad. If destruction be our lot, we must ourselves be its author and finisher. As a nation of freemen, we must live through all time, or die by suicide.

Enrichment Activities:

- Participate in a mock witch-hunt spanning the school day and the weekend in order to experience the sensation of being the hunter and the hunted in this unfamiliar world.
- Visit the Salem Witch Trials museum in Massachusetts and create a photo-journal of your experience.
- Record mock interrogations that fit in with the time and place of the the play.
- Complete a research assignment exploring the realities of living in America during the Red Scare.
- Read The Fever by Megan Abbott in order to see how the type of hysteria that gripped Salem is still possible today.

Methods of Assessments:

- Scene recreation
- Essay
- Socratic Seminar
- Anchor charts
- Vocabulary quiz
- Reading quiz
- Comparative analysis of film and play
- In-class reenactment

Resources: Text, Literature (RL), Informational (RI)

Core texts:

- The Crucible by Arthur Miller
- Mary Rowlandson captivity narrative
  - Louise Erdrich, “C aptivity”
- Lillian Hellman, “I cannot and Will Not Cut My Conscience to Fit This Year’s Fashions”
- Arthur Miller, “Why I Wrote The Crucible”
- Clips from There Will Be Blood
- Logical Fallacy from text (102)
- Excerpts from the McCarthy hearings
Online Resources:

- Textbook website
- Google Apps for Education (GAFE)
- Online discussion board
- Court documents from Salem Village (website)
- 1996 Film
English 10 C.P.
Unit 4: Speaking America, Then & Now

Approximate # Of Weeks: 3 weeks

Essential Questions:
- What are common themes and rhetorical devices seen over the course of speeches from America’s beginnings to modern day speeches and writings?
- How are the speakers or writers most effectively able to communicate their beliefs?
- How are the ideas set forth in foundational documents commented upon and reacted to throughout the country’s history?

Upon completion of this unit students will be able to:
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
• CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
• CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
• CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
• CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
• CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.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.

Interdisciplinary Standards:
- **Standard 9.1 21st-Century Life & Career Skills**
  - 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.
- **Standard 6.1 U.S. History: America in the World**
  - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **Standard 6.3 Active Citizenship in the 21st Century**
  - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Discussion: Do The Declaration of Independence and The Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support an original thesis statement. Complete similar speech comparisons.
- Discuss the use of aphorisms by Benjamin Franklin, then practice writing modern American aphorisms.
- Discussion: Examine the use of diction in the Declaration of Independence. What strategies does the author use to convince the audience of his point of view?
- Mixed Media: Class can perform speeches various times, listen to the audio performances, and watch video to examine variations in tone.
- Students can use the online audiobook files to more closely understand tone and form.
- Graphic organizers can be used to examine commonly used structures to later use for speech writing formation.
- Writing: Compose a speech using the rhetorical methods and structures analyzed in the exemplar speeches.
- Writing: Compose a letter of response to the author of one of the foundational documents.

Writing Assignments:
- Compose a speech using the rhetorical methods and structures analyzed in the exemplar speeches.
- Compose a letter of response to the author of one of the foundational documents.

Enrichment Activities:
Visit an historical site involved in the American Revolution. Explore any documents involved in the history of that site, and write a paper tracing the impact of that document on one other text in American literature.

Research a speech not focused in on in this unit. Understand context, perform the speech for the teacher, and discuss the comparisons to studied speeches.

Record an audiobook of one of the speeches.

Find and analyze a response to a modern day speech.

Methods of Assessments/Evaluation:
- Speech
- Speech evaluation
- Interactive transcripts
- Speech structure outline graphic organizers
- Quiz on rhetorical strategies

Resources: Text, Literature (RL), Informational (RI)

Core texts:
- “The Declaration of Independence” by Thomas Jefferson
- “The Crisis” by Thomas Paine
- Speech to the Second Virginia Convention by Patrick Henry
- “What, to the Slave, Is the Fourth of July?” by Frederick Douglass
- Letter to Senator Obama by Toni Morrison
- The Iroquois Constitution
- Address to the Osages by Tecumseh
- Speech at the Brandenburg Gate by Ronald Reagan

Online Resources:
- Google Classroom
- James Earl Jones reads Frederick Douglass’ “What, to the Slave, Is the Fourth of July” with Howard Zinn
- Declaration of Independence online: http://www.ushistory.org/declaration/
- The star-studded Morgan Freeman video interpretation of The Declaration
- WebQuest
- Online exhibition
- Library of Congress website
- Textbook website
- Google Apps for Education (GAFE)
- Online discussion board
English 10 C.P.
Unit 5: American Romanticism

Approximate # Of Weeks: 4

Essential Questions:
● What is American Romanticism and what aspects of society most allowed for the philosophical basis of the movement?
● How does this development in the writing progress the American voice we see today?
● How do advances in technology lead authors to shift narrative focus from the exterior to the interior world allowing for complex symbolism?

Upon completion of this unit students will be able to:
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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).
● CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
● CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
● CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
● CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
● CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.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.

**Interdisciplinary Standards:**

- **Standard 6.1 U.S. History: America in the World**
  - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Activities:**

- Select one of the short stories and explain why you think it is a good example of American romanticism. Use at least three pieces of textual evidence to support an original thesis statement.
- Identify the use of suspense in stories of Gothic writers. Discuss why gothic fiction appeals to the American reader. Then, write a description of a setting (1-2 pages) that uses suspense.
- Comparative study: contemporary art and the Gothic literature period to further develop the themes and focus of the unit.
- Historical context: research and explore the technological advances and illumination of the world and how it interacts with the literature of the time.
Discussion: personal and public fears and their interpretation in RI and RL.

Literature circle study: analyze Poe’s “The Raven,” utilizing a variety of critical lenses in order to create a cohesive study. Lenses can include: Gothic writing, single effect, imagination over reality, narrative style.

Symbolism study: use “The Statement of Randolph Carter” in concert with “The Raven” in order to complete a symbolism study of the two works.

Literary terminology: study and recreate stream-of-consciousness, point of view and suspense vs. foreshadowing with “An Occurrence of Owl Creek Bridge.”

Film study: view and track the establishment of tension and suspense in seminal film clips (e.g. Scream; The Good, The Bad, and The Ugly; Inglourious Basterds).

Literary terminology: study symbolism and allegory in “Young Goodman Brown,” reflecting back on Arthur Miller’s The Crucible.

Class discussion: The role of hubris in the unmaking of protagonists throughout literature and the role of narrative distance in Moby-Dick.

Compose an internal monologue for Ahab at the climactic moments of the hunt in Moby-Dick.

Create an online exhibition of what has become of horror in America, exploring the legacy of Gothic literature in the American cultural consciousness.

Writing Assignments:
- Compose a short narrative surrounding a mysterious “dark secret”.
- Compose an internal monologue for Ahab at the climactic moments of the hunt in Moby-Dick.
- Compose a comparative analysis of the iconic characters in any of the Gothic stories read in class.
- Create a character profile using a representative symbol depicting their psychological state in trying times.

Enrichment Activities:
- Create a visual representation of “The Raven” by Edgar Allen Poe or any other meaningful symbol from the short works.
- Participate in a “dark secret” identification game where students are given a dark secret and must incorporate a physical/sartorial marker. Other students will be tasked with trying to guess the secret from a menu on the board.
- Visit the New Bedford Whaling museum to explore the inner workings of the 19th century whaling industry.
- Read In the Heart of the Sea by Nathaniel Philbrick, which chronicles the real life survival story of the crew of the whaleship Essex.
- Make a short film combining visual and auditory aspects creating a suspenseful experience.
- Read more short works by the studied authors.

Methods of Assessments/Evaluation:
- Short Writing Pieces
- Group Work/Participation
- Test
- Vocabulary quiz
- Discussion
- Human barometer
- Online exhibition

Resources:
- Film “Inglorious Basterds”
- Film “Scream”
- Film “The Good, The Bad, and The Ugly”
- Companion pieces to the short stories
- “Tree House of Horrors” Episode on “The Raven”

**Resources: Text, Literature (RL), Informational (RI)**

**Core texts:**
- “Fall of the House of Usher” and “The Raven” by Edgar Allen Poe
- “Minister's Black Veil” and “Young Goodman Brown” by Nathaniel Hawthorne
- “An Occurrence at Owl Creek Bridge” by Ambrose Bierce
- Excerpts from *Moby Dick* by Herman Melville
- “The Statement of Randolph Carter” by H.P. Lovecraft

**Optional texts:**
- *In the Heart of the Sea* by Nathaniel Philbrick

**Online Resources:**
- Movie Clips for suspense vs. foreshadowing found online
- Online companion pieces to the short stories
- Artwork and music accompaniments
- Textbook website
- Google Apps for Education (GAFE)
- Online discussion board
English 10 C.P.
Unit 6: Transcendentalism

Approximate # Of Weeks: 4

Essential Questions:
● What is Transcendentalism and what is its legacy in the American identity?
● How are the Transcendental and Gothic authors in conversation with one another?
● How does this development in the writing progress the American voice we see today?

Upon completion of this unit students will be able to:
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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).
● CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
● CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
● CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
● CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
● CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
● CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

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

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

CCSS.ELA-LITERACY.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.

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

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

CCSS.ELA-LITERACY.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.

Interdisciplinary Standards:

- **Standard 9.1 21st-Century Life & Career Skills**
  - 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.

- **Standard 6.1 U.S. History: America in the World**
  - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.3 Active Citizenship in the 21st Century**
  - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- Paraphrase each of Emerson’s rules for living in his essay “Self-Reliance.” Choose your top three rules and explain why these rules are the most essential rules for living.
• Comparative study: view the artwork and interviews of street artist Banksy and put in conversation with the concepts of Transcendentalism.
• Live “tweet” Dead Poets Society using templates on Google Docs, highlighting the presence of Transcendental values and character growth.
• Debate: Read “The Foul Reign of Emerson’s ‘Civil Disobedience’” and form a debate around the ideals. Reflect after the debate.
• Learn how to hyperlink, footnote and research within Google Docs in order to create a hypertext essay.
• Use the comedy of Mitch Hedberg to study modern day aphorisms.
• Use RI texts to contrast the texts of the Transcendental authors.
• Historical context: research and explore the technological advances and illumination of the world and how it interacts with the literature of the time.

Writing Assignments:
• After reading Letter from a Birmingham Jail and Civil Disobedience, students will write their own protest letter. Students will examine effective writing strategies used in each of these two letters. Then, they will employ the same strategies in their own protest letter. The student must choose an appropriate recipient and include at least two outside sources in the letter, with facts to back up the argument. (W.9-10.1, W.9-10.5, W.9-10.8, RI.9-10.9)
• Compose a hypertext essay exploring a historical figure who could be considered an iconoclast through their embodiment of Transcendental values (e.g. Banksy, Frank Ocean, Anonymous, Malala Yousafzi).

Enrichment Activities:
• Visit Walden Pond and create a photo journal of your experience.
• Write a modern rap version of “Self-Reliance.” How does one become self-reliant in the modern world?
• Create a visual representation of “The Raven” by Edgar Allen Poe.

Methods of Assessments/Evaluation:
• Descriptive writing
• Iconoclast Hypertext Essay
• Live Tweeting of Film
• Reading Checks
• Debate and reflection
• Letter writing
• Vocabulary quiz
• Discussion

Resources:
• Film Dead Poet’s Society

Resources: Text, Literature (RL), Informational (RI)

Core texts:
• “Self-Reliance” and “Nature” by Ralph Waldo Emerson
• “Civil Disobedience” and excerpt from Walden by Henry David Thoreau
• Poetry of Walt Whitman

Optional texts:
● “Letter from a Birmingham Jail” by Dr. Martin Luther King (RI)
● “The Foul Reign of Emerson’s Self-Reliance” by Benjamin Anastas
● “My Walden, My Walmart” by Crispin Sartwell
● “Walden” by E.B. White
● “Doing Nothing” by Sue Monk Kidd

Online Resources:
● Teacher webpage
● View and contribute to an online exhibition on the protest art of Banksy.
● Walden Pond State Reservation Website: http://www.mass.gov/dcr/parks/walden/
● PBS website on Transcendentalism: http://www.pbs.org/wnet/ihas/icon/transcend.html
● Google Drive Lessons for hyperlinking, footnoting and researching.
● Textbook website
● Google Apps for Education (GAFE)
● Online discussion board
English 10 C.P.
Unit 7: The Regional and the National Dialogue

Approximate # Of Weeks: 8

Essential Questions:
● What are the conventions of satire and how have they persisted in the American political landscape?
● How is *Adventures of Huckleberry Finn* in conversation with the current dialogue about race in America?
● How does this development in the writing progress the American voice we see today?

Upon completion of this unit students will be able to:
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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).
● CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
● CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
● CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
● CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
● CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

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

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

CCSS.ELA-LITERACY.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.

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

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

CCSS.ELA-LITERACY.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.

Interdisciplinary Standards:

**Standard 6.1 U.S. History: America in the World**

- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Standard 6.3 Active Citizenship in the 21st Century**

- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- Chart the path of Huck and Jim as they travel down the river in *The Adventures of Huckleberry Finn*. Then, discuss the impact of their locations on the theme of the story.

- Complete a character chart on essential characters from the novel.
Examine the use of satire in *Adventures of Huckleberry Finn*. Write two paragraphs identifying the target of Twain’s satire. What does Twain think is wrong with American society?

Seminar and Essay: After reading James Baldwin’s essay, “If Black English Isn’t a Language, Then Tell Me, What Is?” and Mark Twain’s *The Adventures of Huckleberry Finn*, discuss the pivotal role that dialect plays in *Huck Finn*. Use at least three pieces of textual evidence to support an original thesis.


View: Selected scenes from the Disney film, *Huck Finn* to compare with the novel and understand perspective in adaptation.

Seminar: conduct a Socratic Seminar exploring the major moral dilemmas that Huck encounters while going down the Mississippi.

Listen to podcasts exploring “Frenemies” and moral dilemmas in order to put in conversation with the novel (*This American Life*, *Freakonomics*).

**Writing Assignments:**

- Comparative Essay: Compare the scenes studied in both the novel *The Adventures of Huckleberry Finn* and the Disney film *Huck Finn*. How does the film version compare? Use the “set it up/knock it down” technique to the structure.

- Podcast: Compose and record a short podcast surrounding the moral dilemmas or other thematic links from the podcasts presented.

**Enrichment Activities:**

- Complete the reading of *The Adventures of Huckleberry Finn*
- Watch the Disney film *Huck Finn* in its entirety
- Take a trip down the Mississippi River (or the Delaware River if easier) and avoid all human contact.
- Study any current event regarding race relationships in America.
- Plan and present a reading of one of the studied speeches from the unit.

**Methods of Assessments/Evaluation:**

- Essay
- Class Discussion
- Homework
- Socratic Seminar
- Satire Handouts
- Vocabulary quiz

**Resources:**

- Film version “Huck Finn”
- The Simpson’s Episode “The D’oh­cial Network”
- Podcast *This American Life* “Frenemies”
- Podcast *Radiolab* “Morality”

**Resources:** Text, Literature (RL), Informational (RI)

**Core texts:**

- *The Adventures of Huckleberry Finn* by Mark Twain

**Optional texts:**
● **Adventures of Tom Sawyer** by Mark Twain (RL)
● “To My Old Master” by Jourdan Anderson
● “Ending the Slavery Blame Game” by Henry Louis Gates Jr.
● “How it feels to be Colored Me” by Zora Neale Hurston
● “The Gettysburg Address” and “Emancipation Proclamation” by Abraham Lincoln
● “The Story of an Hour” by Kate Chopin
● “Letter from a Birmingham Jail” by Martin Luther King, Jr.
● “The Revolution Will Not Be Tweeted” by Malcolm Gladwell
● “If Black English Isn’t a Language, Then Tell Me, What Is?” by James Baldwin’s
● “I will fight no more forever” by Chief Joseph the Younger of the Nez Perce Nation
● “Swing Low, Sweet Chariot” (Traditional)
● “I Thank God I’m Free at Last” (Traditional)

**Online Resources:**

● Teacher webpage
● *We Shall Remain*: Website devoted to the Native American experience during the war between the states: [http://www.pbs.org/wgbh/amex/weshallremain/beyond_broadcast/teach_and_learn](http://www.pbs.org/wgbh/amex/weshallremain/beyond_broadcast/teach_and_learn)
● Songs and speeches found online
● Textbook website
● Google Apps for Education (GAFE)
● Online discussion board
English 10 C.P.
Unit 8: American Poetry, or I Hear America Singing

Approximate # Of Weeks: 4

Essential Questions:
● How does poetry reveal what we might not otherwise recognize?
● How does American poetry capture the essential themes and ideals of American literature?
● How is Modern poetry in conversation with the American voice we see today?

Upon completion of this unit students will be able to:
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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).
● CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
● CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
● CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
● CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
● CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
● CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
• CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

• CCSS.ELA-LITERACY.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.

• CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

• CCSS.ELA-LITERACY.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.

• CCSS.ELA-LITERACY.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.

• CCSS.ELA-LITERACY.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.

• CCSS.ELA-LITERACY.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.

• CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

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

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

• CCSS.ELA-LITERACY.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.

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

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

• CCSS.ELA-LITERACY.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.

Interdisciplinary Standards

• Standard 6.3 Active Citizenship in the 21st Century
  ○ All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

• Standard 9.1 21st-Century Life & Career Skills
  ○ 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.

• Standard 6.1 U.S. History: America in the World
  ○ All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Activities:

• Read-aloud: students receive strips with fragments of poetry from major American poets to conduct various types of readings.
● Create a multimedia project reciting a specific poem while using selected music and visual metaphors in order to convey the meaning of the poem.
● Comparative analysis of form, literary devices and themes in Dylan Thomas, Claude McKay, and Bob Dylan.
● Reader response: Line-by-line study of poetry including finding the line that is most evocative to the reader.
● Literature circles: bring in a self-selected poem to share with the group and explore from a variety of lenses including: symbolically, form and structure, meaning and biographical, and reader response.
● Do now: students annotate a personal poem from their poetry packet and then discuss with a peer to discuss poems from the independent packet assignment.
● Personal packet: students take their annotated poems and apply key literary terms to specific text.
● Mimic the style of a Blackalicious’ “Alphabet Aerobics” in order to compete in an alliterative poetry challenge in the class.
● Study the common tropes of American Rap music. Student groups can be given rap lyrics from selected songs and apply tropes before presenting the rap to the class.
● Class Investigation: Use modern and classic art to ask the question “Is it ART?”. Connections to poetic form and structure can be made.
● *In the Station of the Metro*: Use the short poem to complete an in depth study of imagery, word usage, and live reading variations.
● Seminar: Students will discuss and debate the meaning(s) of “The Love Song of J. Alfred Prufrock”. Terms such as allusion and dramatic monologue can be studied.
● Students complete a “Prufrock Mad Libs”. Present famous lines from the poem with blank spaces for the students to add their own phrases in place of the author’s.

**Writing Assignments:**
● Project: storyboard music, sound and images that match and illuminate a major work of Modernist poetry.
● Creative writing assignment: Write a poetry journal with your own creative work. Use the poems studied in this unit as models for writing your own poems. Edit the poems, then select several poems to publish to a class webpage.
● Reflections on seminar and annotations of poems.
● In response to “The Love Song of J. Alfred Prufrock” students can compose short poetry to questions around themes from their own generation. Themes can include writing about someone they admire, walking the halls of the school, or considering their future.

**Enrichment Activities:**
● Attend a poetry reading. Write a reflective journal about the experience.
● Hold a poetry reading at school. Invite all students in the class to participate in the poetry reading. Students should read their own original poetry to the audience.
● Read other works by any of the authors covered in this unit.
● Compose an *ekphrasis* poem while pondering a piece of art at The Met.
● Visit the site of the man whose wheelbarrow inspired William Carlos Williams, “The Red Wheelbarrow” in Clifton, NJ.
● Recite a poem of choice to the teacher.

**Methods of Assessments/Evaluation:**
● Journal
● Personal Poetry Packets
- Personal Term Packet
- Multimedia Projects
- Discussion
- Oral presentation

Resources:
- “Alphabet Aerobics” by Blackaliscious
- “Alphabet Aerobics” as performed by Daniel Radcliffe on Jimmy Fallon
- Teacher generated poetry packets
- Teacher generated terms to know packet

Resources: Text, Literature (RL), Informational (RI)

Core texts:
- Bradstreet: To my Dear Husband
- Wheatley: On Coming to America
- Wordsworth: I Wandered Lonely as a Cloud
- Poe: The Raven, The Bells
- Whitman: I Hear America Singing, Song of Myself 422
- Dickinson: Hope is a Thing with Feathers, Because I Could not Stop for Death
- Frost: Acquainted with the Night, Stopping by Woods, Birches
- Hughes: I, Too, Sing America
- Stevens: Anecdote of a Jar
- Bob Dylan: Let Me Die In My Footsteps
- cummings: old age sticks, anyone lived in a pretty town
- Williams: The Red Wheelbarrow
- Millay: Love is not all
- McKay: The White City
- Pound: In the Station of the Metro
- Cullen: Incident, Heritage
- Auden: The Unknown Citizen
- Jarrell: The Death of the Ball Turret Gunner
- Rich: Diving into the Wreck
- Bishop: One Art
- Brooks: A Boy Died in My Alley
- Plath: Daddy, Lady Lazarus
- Thomas: Do Not Go Gentle Into That Good Night
- Ginsberg: America
- Dudley Randall: A Poet is not a Jukebox
- Collins: Introduction to Poetry
- Spoken word poets Lemon Andersen and Saul Williams

Online Resources:
- Teacher webpage
- Prezi lesson on the origin of American Modernist poetry.
- Google Apps for Education (GAFE)
English 10 C.P.
Unit 9: Modern America

Approximate # Of Weeks: 6 weeks

Essential Questions:

- How did modernization result in isolation and disillusionment in the early American twentieth century?
- How does this development in the writing progress the American voice we see today?
- How does the rise of capitalism become a major feature of American literature?

Upon completion of this unit students will be able to:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
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- CCSS.ELA-LITERACY.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.

Interdisciplinary Standards:
- **Standard 9.1 21st-Century Life & Career Skills**
  - 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.
- **Standard 6.1 U.S. History: America in the World**
  - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **Standard 6.3 Active Citizenship in the 21st Century**
  - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Class activity: Define and discuss “The Lost Generation” in American literary history. Cite at least three sources from *The Great Gatsby* to illustrate your point of view, then present your findings to the class.
Have the class compile its list to produce a working definition of “The Lost Generation.” Finally, includes six other characters from poems or art who embody “The Lost Generation.”

- Journal: Explore and examine modern art online through the MOMA website. Select two pieces of art that demonstrate the modern sense of disillusionment and dislocation. Write a journal discussing how each piece of art captures the modernist sensibility.
- Complete the Jazz Age Webquest through GAFE in order to better understand the specific cultural aspects of the time period and historical figures discussed in the unit.
- Conduct a PARCC-like close reading putting a contemporary article in conversation with an excerpt from *The Great Gatsby* prior to reading the book.
- Identify characteristic of and about the Modern woman through readings of Sherwood Anderson and Zelda Fitzgerald.
- Comparative study: view excerpts of the 2013 Baz Lurhman adaptation of *The Great Gatsby* in order to draw contrast with the original novel and solidify thoughts on characters.
- Write an essay by drafting, revising, peer editing, then publishing the essay online.
- Seminar: Complete a socratic seminar on the essential passages from the work, with a special eye toward the larger symbols such as Eckleberg and the green light.
- Vocabulary: guided exercise and quiz on words culled from the novel.
- Write a brief exchange using Hemingway’s “Iceberg Theory” and see if classmates can guess the unnamed topic of conversation.
- Create a list of 10 rules the Modern Woman would live by (according to Zelda Fitzgerald’s “Original Follies Girl”)
- View images of “the flapper” in Modern art (focus on Edward Hopper).
- Seminar on the unnamed topic and characters in Hemingway’s “Hills Like White Elephants”.

**Writing Assignments:**
- Write an essay in which you discuss whether Gatsby is a hero or a tragic figure. Cite textual evidence to support your argument.
- Compose a piece of writing describing the symbolism used in the work.
- Write a brief exchange using Hemingway’s “Iceberg Theory” and see if classmates can guess the unnamed topic of conversation.

**Enrichment Activities:**
- Take a guided walking tour of Greenwich Village and write a journal about the literary history of the neighborhood.
- View website of women’s fashion in the 1920's and discuss the impact of fashion on the characters of Daisy and Jordan.
- Activity: Hold a speakeasy party with the class. Assign roles for each student to role play the various “players” in a party (band, host, guest, entertainment). The following day, discuss how this event reinforces the attitudes of the time period. Where have you seen these attitudes in the art and literature of the time period? Present your journal discussion to the class the following day.
- Conduct readings and studies of Jacob Riis’ *How the Other Half Lives* in order to illuminate the economic gap present during the first half of the 20th century.
- Write a track-by-track review of the 2013 soundtrack curated Jay-Z in conversation with Fitzgerald’s vision.

**Methods of Assessments/Evaluation:**
- Short essay
- Test
● WebQuest
● Film Comparison Writing
● Socratic Seminar
● Discussion
● In-class writing
● Vocabulary quiz

Resources:
● Baz Lurhmann’s “The Great Gatsby” film
● Podcast *This American Life* “Amatuer Hour”
● “The Problem We All Live With” by Norman Rockwell
● The artwork of Edward Hopper

Resources: Text, Literature (RL), Informational (RI)

Core texts:
● *The Great Gatsby* by F. Scott Fitzgerald (RL)

Optional texts (for outside reading):
● “Spring” by Edna St. Vincent Millay
● “The Original Follies Girl” by Zelda Fitzgerald
● “These Wild, Young People: By One of Them” by John Carter
● “Let Teenagers Try Adulthood” by Leon Botstein
● “The Other Woman” by Sherwood Alexander
● “Hills Like White Elephants” by Ernest Hemingway
● “Dear Warner Brothers” by Groucho Marx

Online Resources:
● Teacher webpage
● The Brooklyn Museum’s online exhibit of the 1920’s.
  ○ https://www.brooklynmuseum.org/exhibitions/youth_beauty/
● Museum of Modern Art educational website to explore the meaning of modern art:
  ○ http://www.moma.org/learn/teachers/online#course10
● Audiobook for Gatsby on the GR Site
● Textbook website
● Google Apps for Education (GAFE)
● Online discussion board
English 10 C.P.

Unit 10: Approaching Contemporary America

Approximate # Of Weeks: 5 weeks

Essential Questions:

- What makes an authentic narrative voice last through the decades of the 20th century?
- How have common psychological understandings become a part of reader participation in literature?
- How does this development in the writing progress the American voice we see today?

Upon completion of this unit students will be able to:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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- **Standard 6.3 Active Citizenship in the 21st Century**
  - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- Compile a mini-notebook chronicling the three sections of the book as defined by critic Brian Way, recording the characters, themes, symbols and events of the novel.
- Compose a stream-of-consciousness journal recording reactions to specific daily prompts related to matters in the book.
- Complete a journal page as would be done by Holden himself.
• Compose the paper about Allie’s glove as written by Holden. The criteria to follow is minimal, but the students can rewrite the paper before it was torn up by Holden.
• Apply DSM-V diagnostic criteria to a literary character, supporting with evidence from the text.
• Symbolism: Use a structure to breakdown a definable structure to understand symbolism and the symbols in the novel. Use the process to move toward independent practice.
• Seminar: Break down the most crucial moments of the novel through a seminar activity.
• Writing: Using a list of unused symbols, compose a short piece of writing involving the symbol into Holden’s narrative.

Writing Assignments:
• Essay: Write an essay in which you compare and contrast the attitude of Holden Caulfield in The Catcher in the Rye to the attitude in a contemporary song or other work of art. Use at least three examples from each text to demonstrate how the two texts are similar and different.
• Essay: Use the DSM criteria for disorders such as Major Depressive Disorder, OCD, or PTSD and prove or disprove Holden’s status in the disorder.
• Essay: Break down the process for understanding a symbol by using a symbol in the novel.
• Essay: Prove whether or not Holden goes through a major emotional change in the novel.
• Journal: Several journal entries linking personal experiences to those of Holden.
• Writing: Using a list of unused symbols, compose a short piece of writing involving the symbol into Holden’s narrative.

Enrichment Activities:
• Take a walking tour of New York City to chart Holden’s journey around New York in The Catcher in the Rye. Take photos of each spot, and create a multimedia presentation of Holden’s journey.
• Compose a letter of apology to a teacher whose class you slacked off in.
• Record yourself for 48 hours and write down every time you curse to find out what kind of narrative vocabulary would make sense in your own stream-of-consciousness.

Methods of Assessments/Evaluation:
• Essay
• Discussion
• Test
• Personal Journals
• Short story creation
• Vocabulary quiz

Resources:
• “The Graduate” (film)

Resources: Text, Literature (RL), Informational (RI)

Core texts:
• The Catcher in the Rye by J.D. Salinger

Online Resources:
• Audiobook (recorded by Matt Cannici) for on GR Page
• Teacher webpage
- Textbook website
- Google Apps for Education (GAFE)