



Bexley High School English 10 Curriculum

Course Description: Students will develop their critical writing and reading skills while exploring the concept of culture as it relates to both individuals and societies, past and present.

Some guiding questions include following:

1. How are people in different cultures different and similar to us? Through what lenses do people perceive and interpret the world? To what extent are values culturally conditioned?
2. In what ways does literature reflect history? In what ways does literature influence history?
3. What does it mean to be human? What human characteristics are universal no matter the time period, race, nationality, religion, gender, and socio-economic status?
4. How does literature give us a window into another culture? What assumptions about other cultures do we make based upon the literature they produce? What are the dangers of making assumptions about other cultures based upon limited experience?
5. In what ways are 21st century citizens connected to people and cultures in different parts of the world and in different time periods? How are the challenges we face similar to and different from those of the characters?

Writing instruction builds on ninth grade skills and experiences and includes synthesis, analysis, argument, narrative, and research. Emphasis is placed on supporting arguments and analysis through utilization of textual evidence.

The units that comprise the English 10 curriculum reflect the college-readiness standards of the Common Core State Standards. Instructors may modify the curriculum as individual class needs emerge.

While English 10 and Honors English 10 work from the same course guide, Honors English 10 is different in several important ways. The texts may be more complex, requiring a high level of reading comprehension, critical thinking and analysis. Students should enter the course with a mastery of paragraph and essay structure and a solid use of conventions, allowing them to develop sophisticated essays at a fairly independent level. Students are expected to independently understand the basics of the text without instruction; students will focus on deeper analysis of a text. Honors English 10 demands frequent and independent reading and writing. The Honors course relies more on student-led discussion for which students prepare independently.



FIRST SEMESTER

Quarter One

Unit 1: Understanding Culture through Reading and Writing

Reading Unit 1: Summer Reading and Selected Short Non-fiction Texts

Students will begin the course by discussing and analyzing their summer reading assignment in conjunction with short non-fiction texts with similar concepts. Students will focus on elements of culture as presented in their assigned texts. The following foundational concepts will be discussed: Assimilation, Ethnocentricity, Culture clash, Cultural norms, Stereotypes, Bias, and Perspective. Students will practice effective note-taking and textual annotation.

Reading Informational Text

Key Ideas and Details:

[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.

Craft and Structure:

[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.

Integration of Knowledge and Ideas:

[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.

Unit 2: Rhetorical Analysis (Includes essays, speeches, film, and other primary documents)

Students will read a variety of essays, speeches, primary documents, and other pieces of short prose fiction to examine how the author's choices affect the work as a whole. Students will do the following: practice close reading, utilizing annotation or note-taking; summarize a non-fiction text, delineating the points used to develop it; identify and delineate an author's argument; analyze author's choices and the effects on the text; and identify and analyze rhetorical strategies, which, depending on student ability, may include the appeals (pathos, logos, and ethos) and text-based devices such as parallelism and use of questions.

Reading Unit 2: Close Reading of Short Non-fiction

Reading Informational Texts

Key Ideas and Details:

[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.

Craft and Structure:

[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).



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[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.

Integration of Knowledge and Ideas:

[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.

Speaking and Listening

[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.

Writing Unit 2: Rhetorical Analysis

Students will read one (or more) non-fiction work and determine how the author uses rhetoric to argue his or her point.

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.

Writing

[CCSS.ELA-Literacy.W.9-10.2.a](#)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.9-10.2.b](#)

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



[CCSS.ELA-Literacy.W.9-10.2.c](#)

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

[CCSS.ELA-Literacy.W.9-10.2.d](#)

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

[CCSS.ELA-Literacy.W.9-10.2.e](#)

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

[CCSS.ELA-Literacy.W.9-10.2.f](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Language

[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.9-10.1.a](#)

Use parallel structure.*

[CCSS.ELA-Literacy.L.9-10.1.b](#)

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

QUARTER TWO

Focus on Fiction

Unit 3: Short Works: Poetry and Short Stories

Reading Unit 3: Poetry

Students will read and analyze a variety of complex poems in a range of genres. Poems will reflect cultural diversity, and students will analyze the effects of the poet's life and culture on the text. Students will compare and contrast poems with similar topics, themes, and styles.



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Reading Literature

Key Ideas and Details:

[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.

Craft and Structure:

[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.

Integration of Knowledge and Ideas:

[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.

[CCSS.ELA-Literacy.RL.9-10.8](#)

(RL.9-10.8 not applicable to literature)

[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).



Language

Vocabulary Acquisition and Use:

[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.9-10.4.a](#)

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

[CCSS.ELA-Literacy.L.9-10.4.b](#)

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

[CCSS.ELA-Literacy.L.9-10.4.c](#)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

[CCSS.ELA-Literacy.L.9-10.4.d](#)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[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.

Reading Unit 3: Short Stories

Students will read and analyze a variety of short stories that reflect cultural diversity. Students will analyze the effects of the author's life and culture on the text. Students will compare and contrast stories with similar topics, themes, and styles.

Texts:

A Clean Well-Lighted Place

A&P

The Veldt

Cathedral

Everyday Use

The Cask of Amontillado

It Had to Be Murder

The Parable of the Cave

The Ones Who Walk Away from Omelas

The Judgment

The Storm

The Bass, The River and Sheila Mant

All the Kings Horses



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Reading Literature

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.9-10.1](#)

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[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.

Craft and Structure:

[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).

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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.

Integration of Knowledge and Ideas:

[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

[CCSS.ELA-Literacy.RL.9-10.8](#)

(RL.9-10.8 not applicable to literature)

[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).

Unit 4: The Core Novel

Currently the core novel is Catcher in the Rye.

This unit focuses on the rigorous study of complex texts. It may include poetry, short stories, and non-fiction centered around the core novel. Golding's novel presents unique challenges for readers in its structure, well-developed characters, and mature subject matter.

Students will engage in whole discussions, such as Socratic Seminars to meet Speaking and Listening CCSS.



Study of this core text includes the following:

- *Basic narrative elements*
- *Historical context*
- *Character analysis*
- *Device and symbol*
- *Comparison – contrast of characters and philosophies they represent*
- *Close reading and annotation*
- *Analysis of author's language*
- *Analysis of author choices and their effects*

Reading Literature

Key Ideas and Details:

[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.

Craft and Structure:

[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.

Integration of Knowledge and Ideas:

[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).



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[CCSS.ELA-Literacy.RL.9-10.8](#)

(RL.9-10.8 not applicable to literature)

[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).

Speaking and Listening

[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.9-10.1.a](#)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-Literacy.SL.9-10.1.b](#)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.9-10.1.c](#)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.9-10.1.d](#)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Writing Unit 3: Literary Analysis

Building on skills learned in grade 9, sophomores will write a well-developed essay that analyzes at least one piece of literature or a combination of texts paired with CTR. Students will develop a thesis, choose and execute an organizational pattern, select and effectively incorporate appropriate textual evidence, and utilize proper grammar, with a focus on varied sentence structure and punctuation. Another area of focus is increased sophistication of diction.

This paper may be about Salinger's novel or other literature in connection to the novel.



[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.9-10.2.a](#)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.9-10.2.b](#)

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

[CCSS.ELA-Literacy.W.9-10.2.c](#)

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

[CCSS.ELA-Literacy.W.9-10.2.d](#)

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

[CCSS.ELA-Literacy.W.9-10.2.e](#)

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

[CCSS.ELA-Literacy.W.9-10.2.f](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



SECOND SEMESTER

Quarter Three

Global Awareness through Research

Unit 4: Research Paper (Argument about an Impactful World Topic)

As this is the first major research paper at BHS, students will follow the process of academic research: planning – including formulating research questions, writing a proposal, finding scholarly resources, analyzing source credibility, reading, noting in a teacher-approved format, recording sources carefully – creating a working bibliography and works cited page, organizing ideas via outline or some other method, drafting – including synthesizing and incorporating sources correctly, revising, editing, finalizing, using peer help during revision, formatting using MLA, etc.

The types and numbers of required sources, the style and amount of note-taking, the length of the paper, and the level of independence expected are dependent upon student ability and are determined by the instructor. The general expectation is a paper of 4 -6 pages with at least four sources, an in-text citations, and a properly formatted Works Cited page.

Students are expected to use Turnitin.com to check for citation errors.

Reading Informational Text

[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.

Writing

[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.9-10.1.a](#)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.9-10.1.b](#)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[CCSS.ELA-Literacy.W.9-10.1.c](#)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-Literacy.W.9-10.1.d](#)

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

[CCSS.ELA-Literacy.W.9-10.1.e](#)

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



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Production and Distribution of Writing:

[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.

Research to Build and Present Knowledge:

[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.

Production and Distribution of Writing:

[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.)

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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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Language

Knowledge of Language:

[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.9-10.3.a](#)

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

Unit 5: Research-based Speech

Students will present a formal speech about their researched topic. They will follow a sequential process in the creation of the speech, including intentional organization of ideas (ie, outline), the creation of effective visuals, and practice in front of an audience. The expectation is that appropriate and available technology will be utilized: ie, PowerPoint. Specifics about the number of slides and length of the speech are dependent on class ability and are determined by the instructor. The general expectation is a 3 - 5 minute speech. It will be graded on body language, voice quality, eye contact, preparation, content, organization, and effective use of technology. Students may be graded on listening skills during peer speeches.

Speaking and Listening

[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.

Presentation of Knowledge and Ideas

[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.)



QUARTER FOUR

Unit 6: The Epic

The epic is a complex literary genre that transcends time and culture. As a vehicle to study how culture shapes text and how human nature remains similar despite culture, the epic will be the focus of this critical reading unit. The core epic is The Odyssey. The Epic of Gilgamesh and Beowulf have traditionally been taught. Joseph Campbell's Hero of a Thousand Faces provides the archetypal model used for this unit. Several poems related to the epics will be incorporated.

The objectives are as follows:

- *Students will understand how literature follows conventions and that authors may choose to follow or experiment with the conventions.*
- *Students will learn and be able to explain the conventions of the literary epic.*
- *Students will be able to read an epic (whole or excerpt) and identify epic conventions.*
- *Students will learn common archetypes, such as hero cycle, epic hero, and flood story, and be able to identify them in a text.*
- *Students will be able to compare and contrast epics, heroes, and journeys.*

Reading Literature

[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.

Craft and Structure:

[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.

Integration of Knowledge and Ideas:

[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.9-10.8](#)

(RL.9-10.8 not applicable to literature)

[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).

Unit 6: Shakespearean Work-- *Macbeth*

Students will engage in a thorough study of Shakespeare's Macbeth. This unit includes a review of Shakespeare's life and the historical context of his works. Students will gain confidence in reading archaic text by paraphrasing, using footnotes and other resources to understand the text, especially vocabulary, and using effective noting strategies or graphic organizers to keep track of the complex plot, characters, and thematic concepts. Students will study the plot, character, setting, and themes as well as figurative language and relevant literary devices and how these elements impact the whole text.

As Shakespeare dramas are meant to be seen, students will view a film or clips of a film to "Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment" (CCSS.ELA-Literacy.RL.9-10.7).

Language

[CCSS.ELA-Literacy.L.9-10.5](#)

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

[CCSS.ELA-Literacy.L.9-10.5.a](#)



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

CCSS.ELA-Literacy.L.9-10.5.b

Analyze nuances in the meaning of words with similar denotations.

Reading Literature

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.9-10.9

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).