



English 10



Grade 10 English Language Arts | District High School | 2014-2015

Thursday, October 23, 2014, 1:26PM



Resources

[ERWC Login Page](#)

Standards & Benchmarks

Unit 1 - Leopard Man (Week 1, 3 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Informational Text Key Ideas and Details

- 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.
- 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.
- 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

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger

Text Support

Length: 3 weeks

Theme: Non-Conformity/Expository Reading and Writing (ERWC Module)

Instructional Focus/Foundational Skills:

- Reading
 - Evaluating intricate arguments
- Writing to Persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately
 - Improving writing over multiple drafts

Required Text:

- **Feys, Logan. “The Sociology of Leopard Man.” Rebirth of Reason. N.p., n.d. Web. 27 Dec. 2012.**

Learning Plan:

Prereading

Activity 1: Getting Ready to Read - Quickwrite TE pp. 3-4

Activity 2: Introducing Key Concepts TE pp. 4-5

Activity 3: Making Predictions and Asking Questions TE pp. 5-6

Activity 4: Understanding Key Vocabulary TE pp. 6-8 (L.9-10.4a, c, d; 6)

Reading

Activity 5: Reading for Understanding TE pp. 8-9 (RI.9-10.1)

Activity 6: Noticing Language TE p. 10 (RI.9-10.4; L.9-10.1)

Activity 7: Annotating and Questioning the Text TE pp. 9-10 (RI.9-10.2)

Activity 8: Analyzing Stylistic Choices TE pp. 11-12 (RI.9-10.4; L.9-10.3, 5a, b)

Activity 9: Mapping the Organizational Structure TE pp. 12-13 (RI.9-10.5; SL.9-10.1)

Postreading

Activity 10: Summarizing and Responding TE pp. 13-14 (RI.9-10.2; W.9-10.2, 10)

Activity 11: Thinking Critically TE pp. 14-16 (RI.9-10.1, 3, 5, 6,

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portions of a text (e.g., a section or chapter).

- 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.
- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Writing
Text Types and Purposes

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Text Support

8; SL.9-10.1a, b, c, d)

Activity 12: Reflecting on Your Reading Process TE pp. 16-17
Connecting Reading to Writing

Activity 13: Considering the Writing Task (Writing Assignment #3) TE pp. 17-18 (W.9-10.5)

Activity 14: Getting Ready to Write TE pp. 19-20 (W.9-10.5, 10)

Activity 15: Formulating a Working Thesis TE pp. 20-21 (W.9-10.2a)

Writing Rhetorically

Activity 16: Composing a Draft TE p. 21 (W.9-10.1, 2, 3, 4, 9, 10)

Activity 17: Considering Structure TE pp. 22-25 (W.9-10.1a, b, c, e, 2a, b, c, d, f, 3a, b, c, d, e, 4, 9)

Revising and Editing

Activity 18: Revising the Draft—Rhetorical Analysis TE pp. 26-28 (W.9-10.1c, d, 2c, e, 3d, 4, 5; RI.9-10.1, 5, 6; SL.9-10.1)

Activity 19: Editing the Draft TE pp. 28-29 (L.9-10.1a, b, 2a, b, c; W.9-10.5)

Activity 20: Reflecting on Your Writing Process TE pp. 29-30 (W.9-10.10)

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- W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
- W.9-10.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Text Support

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Text Support

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- W.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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

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reflection, and research.

Range of Writing

- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Speaking & Listening
Comprehension and Collaboration

- 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.
- SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new

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connections in light of the evidence and reasoning presented.

Text Support

Resources

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Language
Conventions of Standard English

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

- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1a Use parallel structure.
- L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

- L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- L.9-10.2b Use a colon to introduce a list or quotation.
- L.9-10.2c Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend

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more fully when reading or listening.

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Vocabulary Acquisition and Use

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

- L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9-10.4c Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L.9-10.5b Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. Acquire and use accurately

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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.

Unit 2 - Rebellion, Resistance and Protest

(Week 4, 6 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Literature Key Ideas and Details

- 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.
- 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.
- 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

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.)

Text Support

Length: 6 weeks

Theme: Man and His Cause: Challenging the Status Quo

Instructional Focus/Foundational Skills:

- Reading
 - Gaining Insight into the Human Condition
 - Building Cultural Knowledge
 - Making Evidence-Based Claims
 - Answering Text-Dependent Questions
 - Annotating
 - Learning Academic Vocabulary in Context
- Writing to Inform
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately
 - Using technology strategically to create, refine, and collaborate
- Research
 - Gathering Information
 - Reporting Findings from Sources in a Clear and Cogent Manner

Required Anchor Text (choose one of the following)

- *The Scarlet Pimpernel*, by Baroness Orczy
- *Antigone*, by Sophocles TE pp. 772-808

Additional Required Texts:

- "Letter from Birmingham Jail," by Martin Luther King, Jr. (see resources)
- from "Letter to Viceroy, Lord Irwin" by M.K. Gandhi

Resources

Greek Theater Background Information, TE pp. 768-769

 [What is a Wiki???](#)

 [Unit Lesson Plans for A Collaboration of Sites and Sounds](#)

 [Poetry Analysis TP-CASTT](#)

 [Pablo Neruda Poem "You're the Result of Yourself"](#)

 [Letter from Birmingham Jail.pdf](#)

 [Revolution 2.0 Supplemental Resource - Wael Ghonim TED talk](#)

 [Gandhi "Letter to Viceroy"](#)

 [Time Magazine "Top 10 Nonviolent Protests" \(Word Version\)](#)

 [Time Magazine "Top 10 Nonviolent Protests" \(Online Version\)](#)

 [Revolution 2.0 Text](#)

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CA

- 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.
- RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Range of Reading and Level of Text Complexity

- RL.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.

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Informational Text Key Ideas and Details

- 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.
- 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.
- 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

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(see resources)

- from "Revolution 2.0," by Wael Ghonim (see resources)
- "You're the result of yourself," by Pablo Neruda (see resources)

Learning Plan:

Week 1

- Review the images for the Top 10 Nonviolent Protests from *Time Magazine* (see link). Discuss students' familiarity with the events depicted. Analyze the similarities and differences in the images, the events and the time periods represented in the images. **(RI.9-10.7, 9; SL.9-10.1)**
- Analyze "Letter from the Birmingham Jail" for perspective, structure, meaning, and argument. Summarize King's letter. **(RI.9-10.1-6, 8, 9)**
- **(BLOCK)** Analyze M.K. Gandhi's "Letter to Viceroy, Lord Irwin" for perspective, structure, meaning, and argument. Summarize Gandhi's letter. **(RI.9-10.1-6, 8)**
- Compare King's and Gandhi's strategies and goals for challenging the status quo. **(RI.9-10.9)**

Weeks 2-3

- **CAHSEE Prep:** Have students do the timed CAHSEE biographical narrative essay on courage. **(W.9-10.3; L.9-10.1, L.9-10.2, 2c)**
- Analyze from *Revolution 2.0*, by Wael Ghonim for perspective, structure, and meaning. Summarize the text. **(RI.9-10.1-6, 8)**
- Compare King's, Gandhi's, and Ghonim's strategies and goals for challenging the status quo. **(RI.9-10.9)**
- Begin *Antigone* or *The Scarlet Pimpernel*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Understand and make evidence-based claims related to character development. **(RL.9-10.3)**
 - Understand and make evidence-based claims regarding central theme(s). **(RL.9-10.2)**
 - **(BLOCK)** Understand and make evidence-based

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drawn between them.

Craft and Structure

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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).
- 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

- 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.
- 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.
- 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

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claims related to narrative structure (use of time, foreshadowing, etc.) and perspective (point of view, voice). **(RL.9-10.1-2, 4-6)**

- Teach language concepts related to Greek and Latin roots and affixes. **(L.9-10.4b, d)**

Weeks 4-5

- Finish *Antigone* or *The Scarlet Pimpernel*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Revise and/or strengthen evidence-based claims related to character development. **(RL.9-10.3)**
 - Revise and/or strengthen evidence-based claims regarding central theme(s), especially the unit theme of challenging the status quo. **(RL.9-10.2)**
 - **(BLOCK)** Revise and/or strengthen evidence-based claims related to narrative structure and perspective. **(RL.9-10.1-2, 4-6)**
- Continue to teach language concepts related to Greek and Latin roots and affixes. **(L.9-10.4b, d)**
- **Language Assessment:** Quiz on Greek and Latin roots and affixes

Week 6

- **(BLOCK)** Teach the two-day unit "A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs." (see link for the complete unit plan and resources) **(RL.9-10.1, 2, 10; RI.9-10.1, 2, 4, 8; W.9-10.2, b, c, e, f, 4, 7, 8, 10; SL.9-10.1, a, b, c, d; L.9-10.4, a, d, 6)**
- **Written Assessment: Response to Literature (see prompt below)**
 - **Writing Prompt:** Read Pablo Neruda's poem "You're the result of yourself." Citing specific textual evidence in your response, compare the ideas in the poem for challenging the status quo to one of the texts you have read in this unit. Consider both character traits and actions in your analysis. **(W.9-10.1a, W.9-10.1d, W.9-10.2a, W.9-10.2b, W.9-10.2e, W.9-10.4, L.9-10.1, L.9-10.2,**

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Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

2c)

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Resources

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Writing
Text Types and Purposes

- W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2 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.
- W.9-10.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2e Establish and maintain a formal style and objective tone while attending to

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the norms and conventions of the discipline in which they are writing.

- W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- 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.)

Research to Build and Present Knowledge

- 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.
- 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 including footnotes and endnotes.

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Range of Writing

- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Speaking & Listening
Comprehension and Collaboration

- 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.
- SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and

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reasoning presented.

CA: CCCS: English Language Arts 6–12, CA:

Grades 9-10, Language

Conventions of Standard English

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

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

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

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

Vocabulary Acquisition and Use

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

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

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and continue to apply knowledge of Greek and Latin roots and affixes.

- L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3 - Globalization

(Week 10, 3 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Literature Key Ideas and Details

- 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.
- 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.
- RL.9-10.3 Analyze how complex characters

Text Support

Length: 3 weeks

Theme: Globalization

Instructional Focus / Foundational Skills:

- Reading
 - Evaluating Intricate Arguments
 - Building Cultural Knowledge
 - Making Evidence-Based Claims
 - Answering Text-Dependent Questions
 - Annotating
 - Learning Academic Vocabulary in Context
- Writing to Persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately

Required Texts: (see resources)

Resources

 [Globalization Article from World Bank](#)

 [How Your Addiction to Fast Fashion Kills](#)

 [Where Sweatshops Are a Dream](#)

 [Bangladesh Factory Collapse Article](#)

 [TP-CASTT Poetry Analysis](#)

 [Poem "The Cry of the Children"](#)

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(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

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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.
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Informational Text Key Ideas and Details

- 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.
- 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;

Text Support

- "The White Man's Burden," by Rudyard Kipling
- *Shooting an Elephant*, by George Orwell
- "Songs of Innocence - The Chimney Sweeper," by William Blake
- "Songs of Experience - The Chimney Sweeper," by William Blake
- "The Cry of the Children," by Elizabeth Barrett Browning
- "Globalization: The Growing Integration of Economies and Societies around the World" by World Bank
- "How Your Addiction to Fast Fashion Kills," by law.fordham.edu
- "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?" by CNN
- "Where Sweatshops Are a Dream," by The New York Times

Learning Plan:

Week 1: Imperialism

- Read *Shooting an Elephant*, by George Orwell. Use text-dependent questions and annotation tools to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Understand and make evidence-based claims related to character development. **(RL.9-10.1, 3)**
 - **(BLOCK)** Make evidence-based claims regarding emerging central theme(s), including imperialism is an institution that destroys both the oppressor and the oppressed. **(RL.9-10.1, 2)**
 - Make evidence-based claims regarding craft and structure not addressed above. **(RL.9-10.4, 5, 6)**
- Read and analyze *The White Man's Burden*, by Rudyard Kipling. Analyze how the poem’s sequence of thoughts, figurative language, sounds of words, and imagery convey ideas and emotions. Use text-dependent questions and "SWIM TAG" or "TP-CASTT" (see resources) to teach word order and choice, imagery, meter and mood, tone and theme, allusions, and grammar. **(RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, W.9-10.1, SL.9-10.1, L.9-10.5a, L.9-10.5b)**
- Teach language concepts related to figurative language.

Resources

-  [Poem "The Chimney Sweeper" \(Songs of Innocence\)](#)
-  [Poem "The Chimney Sweeper" \(Songs of Experience\)](#)
-  [Poem "The White Man's Burden"](#)
-  [Shooting an Elephant by George Orwell](#)
-  [SWIMTAG Poetry Analysis Guide.docx](#)

Standards & Benchmarks

provide an objective summary of the text.

- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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).
- 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.
- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Writing
Text Types and Purposes

- W.9-10.1 Write arguments to support claims

Text Support

(L.9-10.5, 5a)

Week 2: Industrialization

- Analyze *Songs of Innocence - The Chimney Sweeper* and *Songs of Experience - The Chimney Sweeper*, by William Blake. Analyze how each poem’s sequence of thoughts, figurative language, sounds of words, and imagery convey ideas and emotions. Use text-dependent questions and "SWIM TAG" or "TP-CASTT" (see resources) to teach word order and choice, imagery, meter and mood, tone and theme, allusions, and grammar. **(RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, W.9-10.1, SL.9-10.1, L.9-10.5a, L.9-10.5b)**
- Analyze *Cry of the Children*, by Elizabeth Barrett Browning. Analyze how the poem’s sequence of thoughts, figurative language, sounds of words, and imagery convey ideas and emotions. Use text-dependent questions and "SWIM TAG" or "TP-CASTT" (see resources) to teach word order and choice, imagery, meter and mood, tone and theme, allusions, and grammar. **(RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, W.9-10.1, SL.9-10.1, L.9-10.5a, L.9-10.5b)**
- **(BLOCK)** Analyze “Globalization: The Growing Integration of Economies and Societies around the World” to understand the pros and cons of economic integration (globalization). **(RI.9-10.1, 4)**
- Teach language concepts related to appositives and appositive phrases. Sample lessons can be found in the Writing and Grammar textbook TE pp. 303-306, and the grammar workbook pp. 59-60. **(L.9-10.1b)**

Week 3: Globalization. Develop student understanding of argumentation through texts which reveal the pros and cons of the economic globalization of the fashion industry. **(RI.9-10.8)**

- Analyze “How Your Addiction to Fast Fashion Kills” for perspective, structure, meaning, and argument. Summarize the article. **(RI.9-10.1-6, 8)**
- Analyze “Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?” for perspective, structure, meaning and argument. Summarize the article. **(RI.9-10.1-6, 8)**
- Analyze “Where Sweatshops Are a Dream” for

Resources

Standards & Benchmarks

in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

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

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Speaking & Listening
Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

Text Support

perspective, structure, meaning, and argument.

Summarize the article. **(RI.9-10.1-6, 8)**

- Compare the economic conditions presented in the Blake and Browning texts to modern day working conditions presented in the articles. **(RI.9-10.1)**
- **(BLOCK) Written Assessment: Argumentative Essay (see prompt below)**
 - **Writing Prompt:** Taking into consideration the texts you have read in this unit, to what extent do you believe globalization has benefited the people of developing countries? **(RI.9-10.2, RI.9-10.5, RI.9-10.6, W.9-10.1, 1a, 1c, 1d, 1e, 4, 9, L.9-10.1, L.9-10.2, 2c)**

Resources

Standards & Benchmarks

diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Text Support

Resources

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Language

Conventions of Standard English

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

- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

Vocabulary Acquisition and Use

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

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and

Standards & Benchmarks

content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L.9-10.5b Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Text Support

Resources

Unit 4 - Global Conflict

(Week 13, 5 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Literature Key Ideas and Details

- 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.
- 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,

Length: 5 weeks

Theme: Global Conflict

Instructional Focus/Foundational Skills:

- Reading
 - Analyzing Exceptional Craft and Thought
 - Gaining Insight into the Human Condition
 - Making Evidence-Based Claims
 - Answering Text-Dependent Questions
 - Annotating
 - Learning Academic Vocabulary in Context
- Writing to Inform

Suggested Film Resource: Joyeux Noel (2005)

 [Video Clip - History of Christmas: The Christmas Truce](#)
 [German Artwork from WWI](#)
 [NY Times Article: The Truce of](#)

Standards & Benchmarks

including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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.

Integration of Knowledge and Ideas

- 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).
- 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

Text Support

- Considering task, purpose and audience
- Choosing words, information, structures and formats deliberately

Required Anchor Text

- *All Quiet on the Western Front*, by Remarque

Additional Required Texts:

- **German Artwork from WWI (see resources)**
- "In Flanders Fields," by John McCrae TE p. 938
- "Dulce et Decorum Est," by Wilfred Owen (see resources)

Suggested Additional Text:

- "The Truce of Christmas, 1914," by Vinciguerra (NY Times) (see resources)

Learning Plan:

Weeks 1-2

- **CAHSEE Prep:** Have students do the timed CAHSEE expository "leadership" essay.
- Launch *All Quiet on the Western Front* (Note: some chapters will need to be assigned as homework in order to complete the novel in the time frame indicated)
- Read *All Quiet on the Western Front*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.11-12.4, L.11-12.6)**
 - Understand and make evidence-based claims related to character development. **(RL.11-12.3)**
 - **(BLOCK)** Understand and make evidence-based claims regarding central theme(s). **(RL.11-12.2)**
 - Teach language concepts related to figurative language. Understand and make evidence-based claims regarding figurative language. **(L.9-10.3, 5)**
- Analyze the German Artwork of the time period (see link). Analyze how each work's composition, lines, shapes,

Resources

[Christmas, 1914](#)

 [Battle of the Somme Lesson Plan.pdf](#)

 [Resource: The Ethics of War \(BBC\)](#)

 [Poem "Dulce et Decorum Est"](#)

Standards & Benchmarks

author draws on a play by Shakespeare).

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Writing
Text Types and Purposes

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2 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.
- W.9-10.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

Text Support

colors, and textures convey ideas and emotions. Use text-dependent questions to help students delve deeper into their analysis of several pieces of artwork. **(RL.9-10.1, SL.9-10.1)**

- **(BLOCK)** Read "In Flanders Fields," by McCrae and "Dulce et Decorum Est" by Owen. Analyze how each poem's sequence of thoughts, figurative language, sounds of words, and imagery convey ideas and emotions. Use text-dependent questions and "SWIM TAG" or "TP-CASTT" (see resources) to teach word order and choice, imagery, meter and mood, tone and theme, allusions, and grammar. **(RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.9; W.9-10.1; SL.9-10.1; L.9-10.5a, L.9-10.5b)**
- Make topical/thematic connections between two or more works (text and/or artwork) studied in this unit. **(RL.9-10.7)**

Weeks 3-4

- **(BLOCK) Mid-Unit Historical Analysis:** Battle of the Somme Lesson Plan (see resource) **(RL.9-10.7, RL.9-10.9, SL.9-10.1, SL.9-10.4)**
- Continue to read *All Quiet on the Western Front*. Use text-dependent questions to:
 - Continue to develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Revise and/or strengthen evidence-based claims related to character development. **(RL.9-10.3)**
 - **(BLOCK)** Revise and/or strengthen evidence-based claims regarding central theme(s). **(RL.9-10.2)**
 - Continue to teach language concepts related to figurative language. Revise and/or strengthen evidence-based claims regarding figurative language. **(L.9-10.3, 5)**

Week 5

- Finish *All Quiet on the Western Front*. Use text-dependent questions to:
 - Continue to develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**

Resources

Standards & Benchmarks

articulating implications or the significance of the topic).

Production and Distribution of Writing

- 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.)

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Speaking & Listening Comprehension and Collaboration

- 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.

Presentation of Knowledge and Ideas

- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Language Conventions of Standard English

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

Text Support

- Revise and/or strengthen evidence-based claims related to character development. **(RL.9-10.3)**
- **(BLOCK)** Revise and/or strengthen evidence-based claims regarding central theme(s). **(RL.9-10.2)**
- Continue to teach language concepts related to figurative language. Revise and/or strengthen evidence-based claims regarding figurative language. **(L.9-10.3, 5)**
- **Written Assessment: Written Analysis (see prompt below)**
 - **Writing Prompt:** In a well-organized essay in which you use specific evidence from the novel, explain to what extent *All Quiet on the Western Front* is an anti-war novel. **(RL.9-10.1, RL.9-10.2, W.9-10.2, 2a, 2b, 2c, 2d, 2e, 2f, W.9-10.4, L.9-10.1, L.9-10.2, 2c)**

Extension Activities

- Read the NY Times article "A Christmas Truce" by Vinciguerra **(RI.9-10.1)**
- View clips from the film *Joyeux Noel*. Compare the article "A Christmas Truce" to selected scenes from the film. **(RL.9-10.7)**

Resources

Standards & Benchmarks

Text Support

Resources

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

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

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

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

- L.9-10.4 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

Standards & Benchmarks

- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L.9-10.5b Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 5 - CAHSEE

Review

(Week 19, 3 Weeks)

Text Support

Resources

Length: 3 weeks

Theme: Student vs. the Test

Instructional Focus/Foundational Skills:

- Reading
 - Surmounting the Challenges of Complex Text
 - Evaluating Intricate Arguments
- Writing to Inform, writing to persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately

Text and Resources: CAHSEE Review Booklets/Sample Tests
Learning Plan

Standards & Benchmarks

Text Support

Resources

Week 1

- Review close reading skills
- Focus on language skills (figurative language, connotation/denotation)
- Review testing strategies
- Response to literature essay

Week 2

- Focus on language skills (figurative language, connotation/denotation)
- Review testing strategies
- Practice Exam Questions
- Business letter

Week 3

- Focus on language skills (figurative language, connotation/denotation)
- Review testing strategies
- Practice Exam Questions
- Persuasive essay

[Unit 6 - Abuse of Power](#) (Week 22, 8 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Literature
Key Ideas and Details

- 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.
- 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.
- RL.9-10.3 Analyze how complex characters

Length: 8 weeks

Theme: Man vs. Power

Instructional Focus/Foundational Skills:

- Reading
 - Analyzing Exceptional Craft and Thought or Surmounting the Challenges of Complex Text
 - Gaining Insight into the Human Condition
 - Answering Text-Dependent Questions
 - Annotating
 - Learning Academic Vocabulary in Context
- Writing to Persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately
 - Using technology strategically to create, refine, and collaborate

 [Reading Lolita in Tehran - Into the Street Text](#)
 [Universal Declaration of Human Rights](#)
 [Multimedia Paper Example](#)
 [Scholarly Journals vs Other Periodicals.docx](#)

Standards & Benchmarks

(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

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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.
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Informational Text Key Ideas and Details

- 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.
- 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;

Text Support

- Research
 - Gathering information
 - Evaluating sources
 - Citing material accurately
 - Reporting findings from sources in a clear and cogent manner

Required Anchor Text (choose one of the following)

- *Animal Farm*, by **George Orwell**
- *Julius Caesar*, by **William Shakespeare** TE pp. 822-879

Supplemental Required Texts:

- from *Reading Lolita in Tehran* by **Azar Nafisi** (see resources)
- “**The Censors**” by **Luisa Valenzuela** TE pp. 641-644
- **Universal Declaration of Human Rights** (see resources)

Learning Plan:

Week 1 – Perspectives on the abuse of power

- Read the excerpt “Into the Street” from *Reading Lolita in Tehran* by Azar Nafisi. Make evidence-based claims related to the author’s perspective and the rhetorical effectiveness of the author’s techniques in conveying her point of view. Analyze the political abuses of power evident in the excerpt. **(RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6)**
- Read “The Censors” by Luisa Valenzuela. Make evidence-based claims related to the author’s perspective and the effectiveness of the author’s use of language (e.g. idioms), irony, foreshadowing, and pacing to convey her point of view. Analyze the political abuses of power evident in the excerpt. **(RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6)**
- **(BLOCK) Group Analysis:** Groups make and support evidence-based claims regarding political abuse of power by comparing and contrasting the two reading selections with the Universal Declaration of Human Rights. **(RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4; W.9-10.1, SL.9-10.1,**

Resources

Standards & Benchmarks

provide an objective summary of the text.

- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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).
- 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

- 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.
- 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;

Text Support

1a, 1c, 1d)

Weeks 2-3

- Begin *Animal Farm* or *Julius Caesar*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Understand and make evidence-based claims related to character development. **(RL.9-10.3)**
 - Understand and make evidence-based claims regarding central theme(s). **(RL.9-10.2)**
 - **(BLOCK)** Understand and make evidence-based claims related to narrative structure (use of time, foreshadowing, etc.) and perspective (point of view, voice). **(RL.9-10.1-2, 4-6)**
 - Teach language concepts related to figurative language. Understand and make evidence-based claims regarding figurative language. **(L.9-10.3, 5)**

Week 4-5

- Finish *Animal Farm* or *Julius Caesar*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Revise and/or strengthen evidence-based claims related to character development. **(RL.9-10.3)**
 - Revise and/or strengthen evidence-based claims regarding central theme(s), especially the unit theme of political abuse of power. **(RL.9-10.2)**
 - **(BLOCK)** Revise and/or strengthen evidence-based claims related to narrative structure and perspective. **(RL.9-10.1-2, 4-6)**
 - Continue to teach language concepts related to figurative language. Revise and/or strengthen evidence-based claims regarding figurative language. **(L.9-10.3, 5)**

Weeks 6-8 – Research and Performance Task (see prompt below)

Week 6 – Learning how to find and evaluate sources **(RI.9-10.8; W.9-10.7-9)**

Resources

Standards & Benchmarks

identify false statements and fallacious reasoning.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Writing
Text Types and Purposes

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- 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

Text Support

- Understand the difference between scholarly journals and other periodicals
- Understand how to analyze and annotate sources for content and reasoning (e.g. fact vs. opinion), including fallacious reasoning or exaggerated/distorted evidence
- Research valid sources for paper

Week 7 – Preparing for the Rough Draft (W.9-10.1, 4-9)

- Understand how to synthesize information from multiple sources
- Understand/review how to cite source material correctly
- Examine multimedia papers as samples (see resource)
- Categorize ideas and organize the paper
- Create a rough draft, including works cited and bibliography

Week 8 – Creating a Rough Draft and Finalizing the Paper

- Revise rough draft
- Finalize paper

Research-based Performance Task: Students will choose an Article (human right) from the Universal Declaration of Human Rights and write a position paper about the extent to which the United Nations has been effective in protecting that right for the citizens of a specific country or region (e.g. in Pakistan, in urban America). They will research current information regarding the chosen Article (human right) and take a stance, supporting the stance with evidence from research. **(RI.9-10.1, RI.9-10.7; W.9-10.1, 1a, 1b, 1c, 1d, 1e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, 9b; SL.9-10.2; L.9-10.1, L.9-10.2, 2c, L.9-10.3a)**

- **Student Version:** You are an area studies expert who analyzes human rights issues and violations. The Secretary General of the United Nations has hired you to provide an update on the United Nations' effectiveness in protecting an important human right in a specific geographical location. Your immediate audience is the Secretary General. By extension, the UN General Assembly is also an audience to consider. Through a

Resources

Standards & Benchmarks

standards 1–3 above.)

- 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.)
- 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

- 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.
- 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 including footnotes and endnotes.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9-10.9b Apply grades 9–10 Reading

Text Support

multimedia position paper, summarize the current situation related to your area of expertise (human right/region), take a stance regarding the extent to which the UN has been effective in protecting that human right in that region, and provide logical claims with supporting evidence, including statistical data. Be sure to cite credible sources.

Resources

Standards & Benchmarks

standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Text Support

Resources

Range of Writing

- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Speaking & Listening
Comprehension and Collaboration

- 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.
- SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and

Standards & Benchmarks

reasoning presented.

- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Language

Conventions of Standard English

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

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

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

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for

Text Support

Resources

Standards & Benchmarks

Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

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

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

5. Demonstrate understanding of word relationships and nuances in word meanings.

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Text Support

Resources

Responsibility
(Week 30, 3
Weeks)

Standards & Benchmarks

Grades 9-10, Reading: Informational Text
Key Ideas and Details

- 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.
- 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.
- 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

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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).
- RI.9-10.5a Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how

Text Support

Theme: The Age of Responsibility/Expository Reading and Writing **Page**
(ERWC Module)

Instructional Focus/Foundational Skills:

- Reading
 - Evaluating intricate arguments
- Writing to Persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately
 - Improving writing over multiple drafts

Standards Addressed: RI.9-10.1-8; W.9-10.1-5, 7-10; SL.9-10.1; L.9-10.1-6

Required Text: Greenblatt, Alan. "What is the Age of Responsibility?" *Governing*. 30 Sept. 2009. Web. 12 Jan. 2011.

Learning Plan:

Prereading

Activity 1: Getting Ready to Read - Quickwrite TE pp. 3-4

Activity 2: Getting Ready to Read - "How Old Must I Be?" TE pp. 3-4

Activity 3: Introducing Key Concepts - Four Corners TE pp. 5-6

Activity 4: Surveying the Text TE p. 7 (RI.9-10.5a)

Activity 5: Making Predictions and Asking Questions TE p. 7

Activity 6: Understanding Key Vocabulary - Guided Highlighting and Self-Assessment TE pp. 8-9 (L.9-10.4a, b, c, d; 6)

Activity 7: Understanding Key Vocabulary - Academic Vocabulary Fill-In Quiz TE pp. 9-10

Reading

Activity 8: Reading for Understanding TE pp. 10-11 (RI.9-10.1)

Activity 9: Considering the Structure of the Text - Descriptive Outlining TE pp. 12-20 (RI.9-10.5; SL.9-10.1a, b, c, d)

Activity 10: One-Sentence Summarizing TE p. 10

Activity 11: Noticing Language TE pp. 20-24 (RI.9-10.4; L.9-10.1a, b)

Activity 12: Noticing Language- Big Concept Admit Slip TE p. 24

Postreading

Activity 13: Responding to the Article TE pp. 24-25 (RI.9-10.2; W.9-10.2, 10)

Activity 14: Thinking Critically - Ethical Questions (Ethos) TE pp. 25-26 (RI.9-10.1, 3, 5, 6, 8; SL.9-10.1a, b, c, d)

Resources

Standards & Benchmarks

an author uses rhetoric to advance that point of view or purpose.

- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Writing
Text Types and Purposes

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2 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.
- W.9-10.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Text Support

Activity 15: Thinking Critically - Questions About Emotional Effects (Pathos) TE p. 26

Activity 16: Thinking Critically - Logical Questions (Logos) TE p. 26

Activity 17: Analyzing Greenblatt's Sources TE pp. 27-28

Activity 18: Reflecting on Your Reading Process TE p. 28

Connecting Reading to Writing

Activity 19: Considering the Writing Task TE p. 29 (W.9-10.5)

Activity 20: Taking a Stance - Quickwrite TE p. 30 (W.9-10.2a, 5, 8, 9, 10; SL.9-10.1)

Activity 21: Taking a Stance- Formulating a Working Thesis TE pp. 30-31

Activity 22: Taking a Stance- Guiding Questions TE p. 32

Writing Rhetorically

Activity 23: Composing a Draft TE p. 32 (W.9-10.1, 4, 9, 10)

Activity 24: Considering Structure TE pp. 33-34 (W.9-10.1a, b, c, e, 4, 9)

Activity 25: Using the Words of Others (And Avoiding Plagiarism) TE pp. 34-36 (W.9-10.8)

Revising and Editing

***Activity 26: Revising Rhetorically - Peer Editing Groups TE p. 36 (W.9-10.1c, d, 2e, 4, 5; RI.9-10.1, 5, 6; SL.9-10.1)**

OR

***Activity 27: Revising Rhetorically - Read-Around Groups TE pp. 36-38 (W.9-10.1c, d, 2e, 4, 5; RI.9-10.1, 5, 6; SL.9-10.1)**

Activity 28: Individual Revision Work TE p. 38

Activity 29: Considering Stylistic Choices p. 39 (L.9-10.3a; W.9-10.2d)

Activity 30: Editing the Draft TE p. 39-40 (L.9-10.1a, b, 2a, b, c; W.9-10.5)

Activity 31: Reflecting on Your Writing Process- Quickwrite TE p. 42 (W.9-10.10)

Resources

Standards & Benchmarks

Text Support

Resources

- W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

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

Range of Writing

- 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

Standards & Benchmarks

tasks, purposes, and audiences.

Text Support

Resources

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Speaking & Listening
Comprehension and Collaboration

- 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.
- SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing

Standards & Benchmarks

Text Support

Resources

or speaking.

- L.9-10.1a Use parallel structure.
- L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

- L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- L.9-10.2b Use a colon to introduce a list or quotation.
- L.9-10.2c Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

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

- L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a

Standards & Benchmarks

word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
- L.9-10.4c Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit 8 - The Cold Future (Week 33, 5 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Literature
Key Ideas and Details

- 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.
- 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.
- 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.

Text Support

Length: 5 weeks

Theme: Man vs. Technology

Instructional Focus/Foundational Skills:

- Reading
 - Analyzing Exceptional Craft and Thought
 - Gaining Insight into the Human Condition
 - Answering Text-Dependent Questions
 - Annotating
 - Learning Academic Vocabulary in Context
- Writing to Inform, Writing to Persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately
 - Using technology strategically to create, refine, and collaborate

Required Anchor Text:

- *Fahrenheit 451*, by Ray Bradbury

Supplemental Required Texts: (see resources)

Resources

 ["The History of Social Networking" Article](#)

 ["How Social Media Is Having a Positive Impact On Our Culture" Article](#)

 ["Connected, but Alone?" TED Talk](#)

 ["Dover Beach" Poem](#)

 [Ovid's Poem Metamorphoses](#)

 [Ecclesiastes Lesson Resource.pdf](#)

 [Definition of Science Fiction Handout](#)

 ["The Fifties"](#)

Standards & Benchmarks

Craft and Structure

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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.
- 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.
- 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).

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Reading: Informational Text Key Ideas and Details

- 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.
- 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

Text Support

- “The History of Social Networking” by Gordon Goble
- “How Social Media Is Having a Positive Impact On Our Culture” by Josh Rose
- “Connected, but Alone?” TED talk by Sherry Turkle

Learning Plan: Week 1

- Read the handout on science fiction. Based on the article, have students predict what elements they might expect to find in *Fahrenheit 451*. **(RI.9-10.1)**
- Read Part 1 of *Fahrenheit 451*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - **(BLOCK)** Make evidence-based claims related to character development. **(RL.9-10.1, 3)**
 - Make evidence-based claims regarding central theme(s). **(RL.9-10.1, 2)**
 - Make evidence-based claims related to narrative structure and perspective (point of view, voice). **(RL.9-10.1, 4, 5, 6)**
- Analyze allusions, particularly allusions to works/authors students have read. **(RL.9-10.9)**

Week 2

- Analyze the story through the lens of the author’s experience (biographical criticism). Watch one of the video interviews with Ray Bradbury and read the handout “The Fifties.” Discuss how an understanding of Bradbury’s life experiences informs and expands students’ understanding of *Fahrenheit 451*. **(RI.9-10.1, RI.9-10.6; SL.9-10.3)**
- Read Part 2 of *Fahrenheit 451*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Make evidence-based claims related to character development. **(RL.9-10.1, RL.9-10.3)**
 - Make evidence-based claims regarding central theme(s). **(RL.9-10.1, 2)**

Resources

Handout

 [Interviews with Ray Bradbury](#)

 [Science Fiction Reading Handout.pdf](#)

 [Ecclesiastes Chapter 1](#)

 [Ecclesiastes Chapter 3](#)

Standards & Benchmarks

shaped and refined by specific details;
provide an objective summary of the text.

- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
- 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).
- 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.
- 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Writing
Text Types and Purposes

Text Support

- Make evidence-based claims related to narrative structure and perspective (point of view, voice). **(RL.9-10.4, 5, 6)**
- Make evidence-based claims regarding craft and structure not addressed above. **(RL.9-10.4, 5, 6)**
- **(BLOCK)** Analyze the allusion to Matthew Arnold’s poem “Dover Beach.” **(RL.9-10.9)**

Week 3

- Read Part 3 of *Fahrenheit 451*. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.9-10.4, L.9-10.6)**
 - Make evidence-based claims related to character development. **(RL.9-10.1, 3)**
 - Make evidence-based claims regarding central theme(s). **(RL.9-10.1, 2)**
 - Analyze the narrative structure of the three holocausts expanding concentrically and the implication this structure has on the central theme(s). **(RL.9-10.1, 2, 4-6)**
- Read an excerpt (chapter 1 or chapter 3 are recommended) from the Book of Ecclesiastes in the Bible. Analyze why Bradbury chose Ecclesiastes to be the material that Montag would memorize. How does this expand on other themes within the novel? How might this be the right guide for Montag’s further development? (see lesson resource) **(RL.9-10.2, RL.9-10.9)**
- **(BLOCK)** Analyze how Bradbury draws on the myth of Icarus from Ovid’s poem *The Metamorphoses* in Part 3. Why does Bradbury compare Montag to Icarus? How does this shed light on Montag’s development? **(RL.9-10.3, RL.9-10.9)** (see resource for a version of Ovid’s poem)

Week 4

- **Written Response:** Consider the symbolism of fire in *Fahrenheit 451*. How does fire represent both destruction and renewal in the novel? Consider characters, themes,

Resources

Standards & Benchmarks

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2 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.
- W.9-10.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CA: CCCS: English Language Arts 6–12, CA: Grades 9-10, Speaking & Listening

Text Support

- and events in your response. **(W.9-10.2, 2a, 2b, 2c, 2d, 2e, 2f; L.9-10.1,2)**
- Analyze “The History of Social Networking” by Gordon Globe for perspective, structure and meaning. **(RI.9-10.1-6, 8)**
 - Analyze “How Social Media Is Having a Positive Impact On Our Culture” by Josh Rose for perspective, structure, meaning and argument, including fallacious reasoning or exaggerated/distorted evidence. **(RI.9-10.1-6, 8)**
 - Analyze “Look Up” spoken word video for perspective, structure, meaning, and argument (resource pending). **(RI.9-10.1-6, 8)**
 - Watch the TED talk “Connected, but Alone?” by Sherry Turkle for perspective, structure, meaning, and argument, including fallacious reasoning or exaggerated/distorted evidence. **(SL.9-10.3)**
 - **(BLOCK) Class Discussion.** Have students review the pros and cons of social networking at  <http://socialnetworking.procon.org/>. Taking into consideration the information on the site and texts read this week, discuss to what extent social networking sites are good for our society. **(SL.9-10.1, 1c, 1d)**

Week 5

- **Performance Task: Create a Public Service Announcement. (W.9-10.1; SL.9-10.4, SL.9-10.5)**

In Fahrenheit 451 Ray Bradbury depicts his fear that the mindless entertainment of television, the latest technology of his day, will replace books and recreational free thinking. Similarly, there are growing concerns today that social networking sites are negatively influencing how humans interact with one another. Review the positive and negative impacts of social networking sites at  <http://socialnetworking.procon.org/>. Choose one argument for or against social networking sites and create a Public Service Announcement that raises public awareness of that topic.
Extension Activity

- Vote on the best PSAs and ask the multi-media teacher to incorporate the top three choices into the Friday show.

Resources

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Comprehension and Collaboration

- 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.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- 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.

Presentation of Knowledge and Ideas

- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual,

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and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CA: CCCS: English Language Arts 6–12, CA:
Grades 9-10, Language

Conventions of Standard English

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

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

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

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

Vocabulary Acquisition and Use

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

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

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important to comprehension or expression.

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Text Support

Resources

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