



UNIT 1

Unit Title: Understanding Character Analysis through Literature

LEARNING GOALS

Enduring Understanding(s):

- An individual’s motivation, desires and/or loyalty often determines his/her actions.
- Writers use a character’s motivation, desire, loyalty, actions and interactions with others to advance the plot and develop theme.
- Conflict often leads to character growth and learning.
- The relationship between individual needs and that of the collective are often in conflict.
- We can make sense of our own world by examining the lives of others.

Essential Question(s):

- Is struggle integral to happiness?
- How can we make sense of our own world by examining the lives of others through literature?
- How are relationships important to defining who we are?
- What motivates human behaviors?

Content and Skills:

Students will be able to:

- Analyze and map plot structure: exposition, rising action, climax, falling action, resolution.
- Identify theme and how it is developed in writing.
- Integrate quotations from text to support claims made about text.
- Identify the components of good literature.
- Analyze the relationship between character, plot and theme.
- Use the conventions of standard English to enhance writing and speaking.
- Use quotations and paraphrasing techniques to develop ideas.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.3

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

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

UNIT 2

Unit Title: The Use of Technology in the Modern World

LEARNING GOALS

Enduring Understanding(s):

- Writers write with specific audiences and purposes in mind.
- There are differences between persuasive writing (taking a position) and constructing an argument.
- Building an argument is an intentional process for the writer in which every choice impacts the audience.
- Arguments rely on the introduction of precise claims, valid reasoning, and relevant and sufficient evidence from outside sources, and acknowledge counterclaims.
- Evaluate the credibility and accuracy of multiple sources.
- Often we need to recognize false reasoning.
- Technology plays a significant role in society.

Essential Question(s):

- Is technology good for society? Is technology good for individuals?
- Who determines what is good or bad for society?
- What should our technological responsibility as individuals be to society?
- How has technology impacted society?
- How dependent upon technology is society?
- How is a convincing argument constructed?
- Why do we argue?

Content and Skills:

Students will be able to:

- Write the parts of an argument – claim (and counterclaims), evidence, and reason.
- Identify audience and purpose in a text.
- Define rhetoric and its role in an argument.
- Identify verbs and use specific verbs in writing.
- Utilize correct consistent tense usage and subject verb agreement.
- Identify nouns and use specific nouns in writing.
- Identify and correct vague pronouns in writing.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Use the conventions of standard English to enhance writing and speaking.
- Analyze texts for meaning.
- Determine central ideas including how the authors develop central ideas and support them.

Standards Addressed:**Connecticut Core Standards:**

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.3

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

CCSS.ELA-Literacy.W.9-10.1

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

CCSS.ELA-Literacy.W.9-10.1.a

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

CCSS.ELA-Literacy.W.9-10.1.b

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

CCSS.ELA-Literacy.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9

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

CCSS.ELA-Literacy.SL.9-10.2

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

CCSS.ELA-Literacy.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-Literacy.L.9-10.1

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

CCSS.ELA-Literacy.L.9-10.6

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

Unit Title: Short Story: Role of Ethics in Society

LEARNING GOALS

Enduring Understanding(s):

- Every society has a standard of ethical behavior.
- Decisions and behaviors are influenced by circumstance.
- An individual's ethics drive or guide his or her choices.

Essential Question(s):

- What does ethical behavior look like?
- Is it ever ethical to do unethical things when confronted with a dilemma? Why or why not?
- How do a person's ethics drive or guide the choices he or she makes?

Content and Skills:

Students will be able to:

- Identify terms and their functions as they encounter them in the text.
- Enhance writing through the revision process (concentrate on verb consistency and transitions).
- Participate in the writing process.
- Analyze the way in which an author intentionally utilizes literary devices for specific effects on an audience and to advance his point of view.
- Provide strong and thorough evidence from the text for a claim about the text.
- Apply knowledge of language to understand how language functions in different contexts.
- Use the conventions of standard English to enhance writing and speaking.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3

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

CCSS.ELA-Literacy.W.9-10.1

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

CCSS.ELA-Literacy.W.9-10.2

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

CCSS.ELA-Literacy.W.9-10.4

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

CCSS.ELA-Literacy.W.9-10.6

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

CCSS.ELA-Literacy.W.9-10.9

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

CCSS.ELA-Literacy.L.9-10.1

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

UNIT 4

Unit Title: Social Injustice: *To Kill a Mockingbird*

LEARNING GOALS

Enduring Understanding(s):

- Readers and writers use different skills to analyze or create informational text.
- There is a difference between having an argument and making an argument.
- Both fiction and non-fiction texts have central ideas/themes, and those ideas/themes can change over the course of the text.
- Social injustice often occurs when people act as bystanders rather than taking action.
- There is a reciprocal relationship between society and the individual – they shape each other.

Essential Question(s):

- How do we get our voices to be heard?
- Why is it important to read multiple perspectives on an issue?
- Why do social injustices exist and what makes them occur?
- Why would someone choose to be a bystander?
- How do society and the individual shape each other?

Content and Skills:

Students will be able to:

- Define rhetoric and its role in an argument.
- Emphasize text details.
- Use transitions to create fluent writing.
- Identify and correct sentence fragments.
- Use multiple, valid sources to inform an argument making that argument more credible and effective.
- Write with specific audiences and purposes in mind.
- Use writing techniques, (i.e., claims, counter-claims, evidence, reasoning (appeals), concluding statements, sentence structure, and structure) in the service of constructing effective arguments for those audiences.
- Make arguments that are cohesive and logical, building on reason as well as evidence.
- Identify the difference between reason and evidence.
- Use different types of transitions to manipulate how we convey information and change meaning.
- Restate our thoughts in writing (annotating/taking notes) while we read to clarify our understanding of

ideas in a text.

- Eliminate sentence fragments from their writing.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.5

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

CCSS.ELA-Literacy.RI.9-10.7

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

CCSS.ELA-Literacy.W.9-10.1

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

CCSS.ELA-Literacy.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.L.9-10.1

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

UNIT 5

Unit Title: Creating Meaning Through Poetry

LEARNING GOALS

Enduring Understanding(s):

- Poets provide insights about human experiences through various types of poetry.
- Poets use a variety of poetic devices to convey meaning.

Essential Question(s):

- How do various poetic forms and literary devices convey tone and meaning?

Content and Skills:

Students will be able to:

- Identify poetic and literary devices.
- Understand how poetic and literary devices create meaning.

- Identify the characteristics of a sonnet.
- Read and respond to a poem and identify the characteristics of a sonnet.
- Use textual evidence to support an interpretation of a poem.
- Identify poetic devices and analyze how the devices convey meaning.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5

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

CCSS.ELA-Literacy.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.9-10.3.d

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

CCSS.ELA-Literacy.L.9-10.5

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

UNIT 6

Unit Title: Mythological Foundations of Culture and Society

LEARNING GOALS

Enduring Understanding(s):

- Myths have provided cultures with explanations of the unknown (human behavior and natural phenomenon) in their world.
- Myths demonstrate a society's beliefs, exemplifying what virtues and human traits a culture values.
- Myths of different cultures contain common themes and traits.

Essential Question(s):

- In what context and for what purpose were narratives created and how can I interpret them?
- What do narratives have to say about identity, social responsibility, and efficacy?
- What kind of historical and cultural context do myths reflect?
- Why do writers from various time periods and backgrounds use mythological allusion?
- Why should ancient stories be understood today and how do they relate to modern culture?

Content and Skills:**Students will be able to:**

- Define a myth.
- Compare and evaluate values expressed in texts.
- Research the history of Greek oral tradition and the hierarchy of the gods.
- Compare and contrast the themes of myths to modern culture.
- Recognize and understand the purpose of specific mythological allusions in other writing.

Standards Addressed:**Connecticut Core Standards:**

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.9-10.7

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

CCSS.ELA-Literacy.W.9-10.4

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

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9

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

CCSS.ELA-Literacy.SL.9-10.2

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

CCSS.ELA-Literacy.SL.9-10.4

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

CCSS.ELA-Literacy.L.9-10.2

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

UNIT 7

Unit Title: How Language Supports Thematic Concepts

LEARNING GOALS

Enduring Understanding(s):

- The genre of drama influences the way readers engage with and interpret a literary work.
- Authors select appropriate methods to substantiate ideas.
- Different time periods hold different influences over authors.
- In order to understand and analyze literature, readers must have social and historical context.

Essential Question(s):

- How do writers use specific words to create various effects depending on their audience and purpose?
- Where do you find examples of diction, figurative language, and tone found in literature?
- How does language help shape the tone of a text as well as the meaning of a text?
- How does William Shakespeare communicate to the reader?
- What strategies does Shakespeare use to communicate?
- What impact do these strategies have on the reading experience?

Content and Skills:

Students will be able to:

- Research and build background knowledge of Elizabethan times and theater.
- Understand diction: word choice – denotative, connotative, figurative meaning.
- Understand figurative language as it applies to poetry and speech.
- Analyze imagery as it applies to poetry and speech.
- Define and identify tone and formal/informal diction.
- Identify and analyze the elements of a tragedy.
- Identify various conventions of Elizabethan theater and apply this understanding to the understanding of the work.
- Analyze how diction and other elements help shape tone or meaning (theme).
- Write an essay analyzing diction and tone in a passage.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RI.9-10.5

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

CCSS.ELA-Literacy.W.9-10.4

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

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.