

# Seymour Public Schools Curriculum

## Grade Ten English

### Grade Ten English Curriculum

This course provides a college level academic atmosphere that expands students' reading and writing experiences, building a foundation for their post-secondary academic careers. The course will allow students to improve their reading, writing, and communication skills through various effective strategies found in the common instructional framework including classroom talk, collaborative group work, writing to learn, literacy groups, questioning, and scaffolding. Students will encounter various genres of literature and several styles of writing, with a particular common core emphasis placed on nonfiction texts as well as evidence based writing. Students will also be encouraged and expected to integrate technology into project based learning assignments in order to practice solving real world problems. These projects and the course as a whole will allow students to showcase their communication and critical thinking skills.

#### **Unit One – Loss of Innocence**

In this unit, students will engage with and apply a variety of literacy skills and literacy related learning strategies. They will be asked to consider how an individual comes of age through the loss of his/her innocence. The selected literature will include short stories and poems linked thematically to nonfiction exemplars. These pieces will challenge students to think critically and draw connections between sources across genres, as well as connect the sources to themselves. They will enhance their vocabulary and improve their communication skills to better share their ideas and understand other's ideas.

#### **Unit Two - Inevitability**

In this unit, students will read about and engage with the theme of inevitability in life. The selected literature will include short stories, as well as, nonfiction articles about death and cheating. Students will think critically and draw connections between sources across genres. Students will utilize these connections to create a thesis statement for each topic, which will be supported through their research. They will also be asked to consider the importance of citing borrowed information from other sources to support an argument.

#### **Unit Three - Fate**

In this unit, students will read about and engage with the idea of how fate affects a character's choices. The selected literature will include a Shakespearean play and poetry, as well as nonfiction exemplars. Students will evaluate the impact of fate vs free will on the choices a character makes. Students will be asked to consider if a character had a choice or if fate was in control. Through student led discussions, they will discuss and support different opinions on the topic citing specific textual evidence from the sources.

# Seymour Public Schools Curriculum

## Grade Ten English

### **Unit Four - Indifference**

In this unit, students will grapple with the effects of indifference on both an individual and a society. They will create a definition of indifference through the study of different historical events involving indifference. The students will analyze how indifference affects and changes both the individual and the society. The selected literature will include a novel, short stories, and film linked thematically to nonfiction exemplars. Students will be asked to consider what causes a person or society to act indifferently and how society can evolve through the study of indifference.

# Seymour Public Schools Curriculum

## Grade Ten English

### UNIT 1 - Loss of Innocence

<b>Subject:</b> <b>Grade:</b> <b>Time Frame:</b>	<b>Subject: English</b> <b>Grade: 10</b> <b>14 weeks (September - Mid-December)</b>
<b>CCSS</b>  <b>Overarching Standards</b>	<b>Literacy Standards (CCSS)</b> <ul style="list-style-type: none"> <li>● Reading Standards for Literature (R.L.)</li> <li>● Reading Standards for Informational Text (R.I.)</li> <li>● Writing Standards (W)</li> <li>● Speaking and Listening Standards (S.L.)</li> <li>● Language Standards (L)</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Conflict and change are unavoidable parts of the human condition; they affect and reflect a person's character.</li> <li>● All of us have turning points that occur throughout our lives and these turning points have the potential to change us.</li> <li>● Our self-image impacts how we treat others.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How is conflict an inevitable part of the human condition?</li> <li>● How do the turning points in each of our lives change us forever?</li> <li>● How does our sense of self affect our relationships?</li> </ul>
<b>Priority Standards</b>	<p>Common Core State Standards</p> <p><b>CC.9-10 R.L. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10 R.L. 2</b> 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.</p> <p><b>CC.9-10 R.L. 3</b> 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.</p> <p><b>CC.9-10 W 3</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>CC.9-10 W 3a</b> 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.</p> <p><b>CC.9-10 W 3b</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>CC.9-10 W 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CC.9-10 L 5a</b> Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</p>

# Seymour Public Schools Curriculum

## Grade Ten English

<p><b>Supporting Standards</b></p>	<p><b>Common Core State Standards</b></p> <p><b>CC.9-10 R.L. 4</b> 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 words choice on meaning and tone (e.g., how the language evokes a sense of time and place; how its sets a formal or informal tone).</p> <p><b>CC.9-10 R.L. 7</b> 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 “Musee des Beaux Arts” and <i>Breughel’s Landscape with the Fall of Icarus</i>)</p> <p><b>CC.9-10 R.L. 10</b> By the end of grade 10, 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.</p> <p><b>CC.9-10 R.I. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10 R.I. 10</b> By the end of grade 10, read and comprehend literary nonfiction in the grades 9 – 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC.9-10 W 1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC.9-10 W 2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p><b>CC.9-10 W 3c</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>CC.9-10 W 3d</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>CC.9-10 W 3e</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>CC.9-10 W 9a</b> Apply grades 9 – 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>
<p><b>Performance Expectations</b></p> <p><b>(Student outcomes)</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Interpret and analyze literary elements, identify literary techniques and evaluate how these techniques impact the quality of a work.</li> <li>● Write effective literary responses that establish a thesis statement, have an appropriate organizational structure, offer an interpretation using textual support, make connections to the larger world and support a critical stance.</li> <li>● Write narrative that addresses student’s personal coming of age.</li> <li>● Write effective, correctly punctuated sentences; focusing on sequence of tenses, consistency of tenses, shift of pronoun, parallelism and agreement (pronoun-antecedent, noun-number, and verb-number).</li> </ul>

# Seymour Public Schools Curriculum

## Grade Ten English

<b>Suggested Strategies/Modes</b>	<b>Suggested Materials/Resources</b>	<b>Assessments</b>
1. Journal/Blog Responses 2. Reply to Peer Responses 3. Graphic Organizers - Tracking River 4. Modeling Constructed Responses 5. Identifying satire in modern day shows 6. Nonlinguistic Organizer - compare/contrast between different sources and thematic questioning 7. Annotating texts - highlight text that supports claim.	<ul style="list-style-type: none"> <li>● <b>Short Stories:</b>                “Marigolds” by Eugenia Collier (C,H)                “Bad Little Boy/Good Little Boy” by Mark Twain (C)                “Lamb to the Slaughter” by Roald Dahl (C,H)</li> <li>● <b>Novel:</b>  <u>Catcher in the Rye</u> by J.D. Salinger (C.H)  <u>The Adventures of Huckleberry Finn</u> by Mark Twain (H)</li> </ul> <p><u>Optional Resources:</u></p> <ul style="list-style-type: none"> <li>● <u>The Illustrated Man</u> by Ray Bradbury</li> <li>● <u>And Then There Were None</u> by Agatha Christie</li> <li>● “Forgive My Guilt” by Robert P. Tristram Coffin</li> <li>● “Sympathy” by Paul Laurence Dunbar</li> <li>● “Caged Bird” by Maya Angelou</li> <li>● “What is Poverty” by Jo Goodwin Parker</li> <li>● “The Daffodil Principle”</li> </ul> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <li>● <u>Traditions in Literature</u> – Scott Foresman</li> <li>● <u>Adventures in Appreciation</u> – Holt, Rhinehart and Winston.</li> </ul>	<p style="text-align: center;"><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Create a coming of age narrative               <ul style="list-style-type: none"> <li>○ College Prep: Narrative focusing on plot structure, conflict, setting, and point of view. Reflection - How changed?</li> <li>○ Honors: Narrative focusing on plot structure, dialogue, and mood/tone. Reflection - How changed and how will apply this in life?</li> </ul> </li> <li>● Analyzing literary elements of multiple sources sharing similar theme               <ul style="list-style-type: none"> <li>○ Using different texts with class levels based on reading levels.</li> </ul> </li> <li>● Create character analysis               <ul style="list-style-type: none"> <li>○ College Prep: Create diagnosis based on symptoms (articles) and character actions (novel).</li> <li>○ Honors: Create diagnosis and treatment plan based on symptoms and treatments (articles) and character actions and traits (novel).</li> </ul> </li> <li>● Choice of assignments that address the use of satire               <ul style="list-style-type: none"> <li>○ College Prep: Use Twain’s short stories</li> <li>○ Honors: Use Huck Finn</li> </ul> </li> </ul> <p style="text-align: center;"><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Various homework assignments, quizzes, test, and optional assessments.</li> </ul>
<b>Reading Progression 1</b>	<b>Reading Progression 2</b>	<b>Reading Progression 3</b>
<b>Learning Targets:</b> Students can identify key literary elements in a text.	<b>Learning Targets:</b> Students can compare and contrast literary elements in different texts within a genre.	<b>Learning Targets:</b> Students can compare and contrast literary elements in different texts across genres.
<b>Writing Progression 1</b>	<b>Writing Progression 2</b>	<b>Writing Progression 3</b>
<b>Learning Targets:</b> Students can develop a thesis statement to support analysis of narrative elements.	<b>Learning Targets:</b> Students can embed and cite textual evidence to support generated thesis statements.	<b>Learning Targets:</b> Students can write an analysis of a character with supporting textual evidence.

# Seymour Public Schools Curriculum

## Grade Ten English

### UNIT 2 - Inevitability

<b>Subject:</b> <b>Grade:</b> <b>Time Frame:</b>	<b>Subject: English</b> <b>Grade: 10</b> <b>5 weeks (Mid-December - End of January)</b>
<b>CCSS</b>  <b>Overarching Standards</b>	<b>Literacy Standards (CCSS)</b> <ul style="list-style-type: none"> <li>● Reading Standards for Literature (R.L.)</li> <li>● Reading Standards for Informational Text (R.I.)</li> <li>● Writing Standards (W)</li> <li>● Speaking and Listening Standards (S.L.)</li> <li>● Language Standards (L)</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Certain facets of life are inevitable.</li> <li>● Bias and perspective influence a reader's understanding of nonfiction texts.</li> <li>● Clear and concise writing will enable individuals to better share their ideas.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Are there certain facets of life that are inevitable?</li> <li>● In what way do bias and perspective influence nonfiction texts?</li> <li>● Why is it important to have clear logical expression of ideas?</li> <li>● How does clear and concise writing enable individuals to better share their ideas?</li> </ul>
<b>Priority Standards</b>	<b>Common Core State Standards</b> <b>CC.9-10 R.L. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC.9-10 R.I. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC.9-10 R.I. 6</b> 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. <b>CC.9-10 R.I. 8</b> 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. <b>CC.9-10 W 1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. <b>CC.9-10 W 1a</b> 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. <b>CC.9-10 W 8</b> 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. <b>CC. 9-10 W 10</b> 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.

# Seymour Public Schools Curriculum

## Grade Ten English

<b>Supporting Standards</b>	<p><b>Common Core State Standards</b></p> <p><b>CC.9-10 R.L. 10</b> By the end of grade 10, 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.</p> <p><b>CC.9-10 R.I. 10</b> By the end of grade 10, read and comprehend literary nonfiction in the grades 9 – 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC.9-10 S.L. 1</b> 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, text, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CC.9-10 S.L. 1c</b> 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.</p> <p><b>CC.9-10 S.L. 1d</b> 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.</p> <p><b>CC.9-10 S.L. 4</b> 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.</p> <p><b>CC.9-10 W 1b</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.</p> <p><b>CC.9-10 W 1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>CC.9-10 W 1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC.9-10 W 1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>CC.9-10 W 7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10 W 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CC.9-10 W 9b</b> Apply grades 9 – 10 Reading 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”).</p> <p><b>CC.9-10 L 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.9-10 L 6</b> Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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# Seymour Public Schools Curriculum Grade Ten English

<b>Performance Expectations</b>  <b>(Student outcomes)</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Analyze author's craft to identify rhetorical strategies and evaluate how these techniques impact the quality of work.</li> <li>Read, annotate, and summarize text to interpret and analyze author's purpose, as well as bias, and validity.</li> <li>Write a synthesis essay that establishes a thesis statement, has an appropriate organization structure, offers an interpretation using textual support, makes connections to a larger world and supports a critical stance.</li> <li>Write effective, correctly punctuated sentences focusing on logical expression of ideas (coordination and subordination, logical comparisons, correct modification and word order and use of idioms).</li> </ul>		
<b>Suggested Strategies/Modes</b>	<b>Suggested Materials/Resources</b>	<b>Assessments</b>	
<ol style="list-style-type: none"> <li>Socratic Seminars/Harkness Discussions</li> <li>Close Readings</li> <li>Non-linguistic Organizers - Comparing/Contrasting between three sources to create claim</li> <li>Mock Debates</li> <li>Modeling Steps for Writing Synthesis</li> <li>Annotate and Summarize Sources</li> <li>Identify/Highlight parts of source that support reliability.</li> </ol>	<ul style="list-style-type: none"> <li><b>Short Stories:</b> "Masque of the Red Death" by Edgar Allen Poe (C, H)</li> <li><b>Non-fiction Articles:</b> <u>Advanced Language &amp; Literature</u> - bfw publishers Suggested Topic: The Cheating Culture (C, H)</li> <li><u>Optional Resources:</u> <ul style="list-style-type: none"> <li>"The Black Death" from <u>When Plague Strikes</u> by James Cross Giblin</li> <li>Political Cartoons</li> <li>Symbolism and Allegory article</li> </ul> </li> <li><u>Additional Resources:</u> <ul style="list-style-type: none"> <li><u>Traditions in Literature</u> – Scott Foresman</li> <li><u>Adventures in Appreciation</u> – Holt, Rhinehart and Winston.</li> </ul> </li> </ul>	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> <li>Write a synthesis essay that cites at least 3 texts <ul style="list-style-type: none"> <li>College Prep: Choose thesis from teacher assigned prompt.</li> <li>Honors: Create thesis from teacher assigned topic.</li> </ul> </li> <li>Construct a non-linguistic representation of a setting through close reading <ul style="list-style-type: none"> <li>College Prep: Draw suite and analyze 3 symbols</li> <li>Honors: Draw suite and analyze allegorical meaning</li> </ul> </li> </ul> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <li>Various homework assignments, quizzes, test, and optional assessments.</li> </ul>	
<b>Reading Progression 1</b>	<b>Reading Progression 2</b>	<b>Reading Progression 3</b>	
<b>Learning Targets:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Learning Targets:</b> Analyze bias of sources.	<b>Learning Targets:</b> Identify validity of sources.	
<b>Writing Progression 1</b>	<b>Writing Progression 2</b>	<b>Writing Progression 3</b>	
<b>Learning Targets:</b> Summarize text to support comprehension.	<b>Learning Targets:</b> 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.	<b>Learning Targets:</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	



# Seymour Public Schools Curriculum

## Grade Ten English

### UNIT 3 - Fate

<b>Subject:</b> <b>Grade:</b> <b>Time Frame:</b>	<b>Subject: English</b> <b>Grade: 10</b> <b>5 weeks (February - Mid-March)</b>
<b>CCSS</b>  <b>Overarching Standards</b>	<b>Literacy Standards (CCSS)</b> <ul style="list-style-type: none"> <li>● Reading Standards for Literature (R.L.)</li> <li>● Reading Standards for Informational Text (R.I.)</li> <li>● Writing Standards (W)</li> <li>● Speaking and Listening Standards (S.L.)</li> <li>● Language Standards (L)</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Poetic devices are helpful to convey the effect and meaning of the poem.</li> <li>● An individual's belief in free will or fate will guide his decisions and behavior.</li> <li>● Any character trait taken to excess can be tragic.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do poetic devices convey author's meaning?</li> <li>● Do fate, free will, or a greater power govern us, or do we fall somewhere in between?</li> <li>● What is a hero and what makes a hero turn tragic?</li> </ul>
<b>Priority Standards</b>	<b>Common Core State Standards</b> <b>CC.9-10 R.L. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC.9-10 R.L. 2</b> 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. <b>CC.9-10 W 4</b> 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). <b>CC.9-10 W 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Supporting Standards</b>	<b>Common Core State Standards</b> <b>CC.9-10 R.L. 4</b> 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 words choice on meaning and tone (e.g., how the language evokes a sense of time and place; how its sets a formal or informal tone). <b>CC.9-10 R.L. 6</b> 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 <b>CC.9-10 R.L. 10</b> By the end of grade 10, 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. <b>CC.9-10 R.I. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC.9-10 S.L. 1</b> 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, text, and issues, building on others' ideas and expressing their own clearly and persuasively.

# Seymour Public Schools Curriculum

## Grade Ten English

	<p><b>CC.9-10 S.L. 3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>CC.9-10 S.L. 6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>CC.9-10 W 6</b> 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.</p> <p><b>CC.9-10 W 9a</b> Apply grades 9 – 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p><b>CC.9-10 L 3</b> 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.</p> <p><b>CC.9-10 L 5a</b> Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</p> <p><b>CC.9-10 L 6</b> Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><b>Performance Expectations</b></p> <p><b>(Student outcomes)</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify and analyze poetic techniques and devices to create a theme.</li> <li>● Create a poem meeting specific parameters..</li> <li>● Read a Shakespearean play interpreting the literary and dramatic structures (blank verse, monologues, soliloquy, asides, dramatic irony, figurative language, staging, verse vs. prose, diction, alliteration, and assonance).</li> <li>● Write literary responses, which establish a thesis statement, have an appropriate organizational structure, offer an interpretation using textual support, make connections to the larger world and support a critical stance.</li> </ul>		
<p style="text-align: center;"><b>Suggested Strategies/Modes</b></p> <ol style="list-style-type: none"> <li>1. Socratic Seminar/Harkness Discussions</li> <li>2. Annotating Text</li> <li>3. Reader’s Response Journal/Blog</li> <li>4. Modeling Reading Difficult Texts</li> <li>5. Jigsawing - Poetic Devices</li> <li>6. Introducing Content Vocabulary</li> <li>7. Nonlinguistic Organizer - Tragic Hero Formula</li> </ol>	<p style="text-align: center;"><b>Suggested Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Shakespearean Play:</b> <u>Macbeth</u> by William Shakespeare(C, H)</li> <li>● <b>Poetry:</b> Variety of poems with themes of fate (C,H)</li> </ul> <p><u>Optional Resources:</u> <u>Julius Caesar</u> by William Shakespeare(H)</p> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <li>● <u>Traditions in Literature</u> – Scott Foresman</li> <li>● <u>Adventures in Appreciation</u> – Holt, Rhinehart and Winston.</li> </ul>	<p style="text-align: center;"><b>Suggested Assessments</b></p> <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> <li>● Write a literary analysis on the tragic hero. <ul style="list-style-type: none"> <li>○ College Prep: Support claim with evidence from text</li> <li>○ Honors: Support claim with evidence from text and outside literary critic</li> </ul> </li> <li>● Create a poem modeled after exemplars on the theme of fate. <ul style="list-style-type: none"> <li>○ College Prep: Use 4 poetic devices.</li> <li>○ Honors: Use 1 device that creates rhythm, 1 device that enhances meaning, and 1 device that intensifies mood, 1 other poetic device.</li> </ul> </li> </ul>	

# Seymour Public Schools Curriculum Grade Ten English

		<u>Formative Assessments</u> <ul style="list-style-type: none"> <li>• Various homework assignments, quizzes, test, and optional assessments.</li> </ul>
<b>Reading Progression 1</b>	<b>Reading Progression 2</b>	<b>Reading Progression 3</b>
<b>Learning Targets:</b> Students can define a tragic hero.	<b>Learning Targets:</b> Students can apply the definition of a tragic hero to a modern day individual.	<b>Learning Targets:</b> Students evaluate whether Macbeth is or is not a tragic hero.
<b>Writing Progression 1</b>	<b>Writing Progression 2</b>	<b>Writing Progression 3</b>
<b>Learning Targets:</b> Students can convey a specific theme in their writing.	<b>Learning Targets:</b> Students can create sentences using poetic devices.	<b>Learning Targets:</b> Students can create a poem with a specific theme.

# Seymour Public Schools Curriculum

## Grade Ten English

### UNIT 4 - Indifference

<b>Subject:</b> <b>Grade:</b> <b>Time Frame:</b>	<b>Subject: English</b> <b>Grade: 10</b> <b>9 weeks (Mid-March - End of May)</b>
<b>CCSS</b>  <b>Overarching Standards</b>	<b>Literacy Standards (CCSS)</b> <ul style="list-style-type: none"> <li>● Reading Standards for Literature (R.L.)</li> <li>● Reading Standards for Informational Text (R.I.)</li> <li>● Writing Standards (W)</li> <li>● Speaking and Listening Standards (S.L.)</li> <li>● Language Standards (L)</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Indifference affects individuals and society.</li> <li>● Language is a powerful tool that can stir emotions and spark people to act.</li> <li>● Screenwriters and directors use literary elements to produce a visual interpretation of written text.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does indifference affect individuals and society?</li> <li>● What are the responsibilities and consequences of being a person of power?</li> <li>● How do word choice, tone, and body language affect intended meaning?</li> <li>● How do films compare to written text?</li> </ul>
<b>Priority Standards</b>	<p><b>Common Core State Standards</b></p> <p><b>CC.9-10 R.L. 2</b> 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.</p> <p><b>CC.9-10 R.L. 4</b> 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 words choice on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>CC.9-10 R.I. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10 S.L. 2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>CC.9-10 S.L. 4</b> 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.</p> <p><b>CC.9-10 W 4</b> 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).</p>
<b>Supporting Standards</b>	<p><b>Common Core State Standards</b></p> <p><b>CC.9-10 R.L. 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10 R.L. 6</b> 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</p> <p><b>CC.9-10 R.L. 10</b> By the end of grade 10, read and comprehend literature, including stories, dramas, and poems in the grades 9 – 10 text</p>

# Seymour Public Schools Curriculum

## Grade Ten English

	<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC.9-10 R.I. 2</b> Determine a central ideas of a text and analyze its development over the course of the text, including how it merges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10 R.I. 10</b> By the end of grade 10, read and comprehend literary nonfiction in the grades 9 – 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC.9-10 S.L. 1</b> 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, text, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CC.9-10 S.L. 5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>CC.9-10 S.L. 6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>CC.9-10 W 6</b> 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.</p> <p><b>CC.9-10 W 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CC.9-10 L 6</b> Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Performance Expectations (Student outcomes)</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● View and analyze film as text to explore multiple responses to literature.</li> <li>● Create an artistic response that offers an interpretation and analysis using textual support, make connections to the larger world.</li> <li>● Perform inquiry based activity to reciprocally teach historical background information for a novel.</li> </ul>	
<p style="text-align: center;"><b>Suggested Strategies/Modes</b></p> <ol style="list-style-type: none"> <li>1. Nonlinguistic Organizer - Compare/contrast movie with memoir</li> <li>2. Modeling annotating poetry - focus on title, similes, imagery, etc.</li> <li>3. CEI Responses</li> <li>4. Student Presentations</li> <li>5. Inquiry Based Learning - background information on Holocaust.</li> <li>6. Stations/Conversation Without Words - Respond to different images from Holocaust</li> </ol>	<p style="text-align: center;"><b>Suggested Materials/Resources</b></p> <p><b>Novel:</b> <u>Night</u> - Elie Wiesel (C, H)</p> <p><b>Movie:</b> <u>The Boy in Striped Pajamas</u> (C)</p> <p style="text-align: center;"><u>Hotel Rwanda</u> (H)</p> <p><u>Optional Resources:</u></p> <ul style="list-style-type: none"> <li>● “Shema” - Primo Levi</li> <li>● “First They Came” - Pastor Martin Niemoller</li> <li>● “Terrible Things” - Eve Bunting</li> <li>● “Oh The Chimneys” - Nelly Sachs</li> <li>● “Buna” - Primo Levi</li> <li>● “The Hangman” - Maurice Ogden</li> </ul> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <li>● <u>Traditions in Literature</u> – Scott Foresman</li> <li>● <u>Adventures in Appreciation</u> – Holt, Rhinehart</li> </ul>	<p style="text-align: center;"><b>Assessments</b></p> <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> <li>● Investigating the Holocaust: Collaborative Inquiry Project. <ul style="list-style-type: none"> <li>○ College Prep: Groups of 3</li> <li>○ Honors: Pairs</li> </ul> </li> <li>● Create an artistic response to the theme of indifference. <ul style="list-style-type: none"> <li>○ College Prep: Use <i>Night</i> and <i>Boy in Striped Pajamas</i> quotes</li> <li>○ Honors: Use <i>Night</i> and <i>Hotel Rwanda</i> quotes</li> </ul> </li> <li>● Compare and contrast between a memoir and a movie of similar events. <ul style="list-style-type: none"> <li>○ College Prep: <i>Night</i> v. <i>Boy in the Striped Pajamas</i></li> <li>○ Honors: <i>Night</i> v. <i>Hotel Rwanda</i></li> </ul> </li> </ul>

# Seymour Public Schools Curriculum

## Grade Ten English

	and Winston.	<u>Formative Assessments</u> <ul style="list-style-type: none"> <li>• Various homework assignments, quizzes, test, and optional assessments.</li> </ul>
<b>Reading Progression 1</b>	<b>Reading Progression 2</b>	<b>Reading Progression 3</b>
<b>Learning Targets:</b> Determine the meaning of words as they are used in the text, including figurative and connotative meaning, and analyze the cumulative impact of specific word choice on meaning and tone.	<b>Learning Targets:</b> Explain and elaborate on how indifference affects people as individuals and as a society.	<b>Learning Targets:</b> Develop a logical argument demonstrating how a character's experiences affect his/her core beliefs.
<b>Writing Progression 1</b>	<b>Writing Progression 2</b>	<b>Writing Progression 3</b>
<b>Learning Targets:</b> Analyze and evaluate how experiences, time, and culture can cause a person to change over time.	<b>Learning Targets:</b> Integrate multiple sources of information presented in diverse media or formats, evaluate the credibility and accuracy of each source, 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.	<b>Learning Target:</b> Analyze and compare the theme of indifference in the movie, <i>The Boy in the Striped Pajamas</i> , with the novel, <i>Night</i> .