# ORGANIZING THEME/TOPIC

## UNIT 1: IDENTITY

**Unit Overview:** Students will analyze the characteristics defining an individual or group’s identity by connecting text to self and text to world.

**Overarching Essential Question(s):** What makes a person an individual? How does conformity hinder or enhance personal identity? Why is identity important?

**Suggested Time Frame:** Quarter One

## FOCUS STANDARDS & SKILLS

### STANDARDS (READING LITERATURE)

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

**SKILLS**
- Identify the theme /central idea
- Examine the theme/central ideas’ development
- Examine how specific details are used to shape and clarify the theme /central idea
- Summarize text without including personal opinions

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

**SKILLS**
- Determine and explain how characters develop over the course of the text
- Examine and explain how characters interact with one another
- Determine and explain how characters advance the plot, conflict, and theme

### STANDARDS (READING INFORMATIONAL TEXT)

**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.

**SKILLS**
- Recognize the text’s explicit message
- Thoroughly cite textual evidence that most strongly supports the text’s explicit message
- Draw logical inferences 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.

SKILLS
- Identify a central idea
- Examine the central idea’s development
- Study how specific details are used to shape and clarify the central idea
- Summarize text without including personal opinions

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.

SKILLS
- Examine how an author develops a text including:
  - Order of ideas or events
  - Introduction and development of ideas or events
  - Relationship between ideas or events

RI.9-10.4 – Determine the meaning of words and phrases as they are used in the 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).

SKILLS
- Determine word/phrase meaning INCLUDING:
  - Figurative, connotative and technical language/meaning
  - Analyze meaning and tone of the entire text

STANDARDS (WRITING)

Narrative Writing

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.

SKILLS
- 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.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**SKILLS**
- Use the writing process to improve writing skills.
- Edit and revise writing to appeal to a specific audience.
- Edit and revise writing to fulfill an explicit purpose.
- Proofread and edit grammatical and syntactical errors.

**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.

**SKILLS**
- Use technology and the Internet to create, develop, and publish individual and shared work.
- Use multimedia to display information within the written product.
- Use hyperlink capabilities to display and share information.

**W.9-10.10** Write routinely over short and extended time frames.

- Strengthen writing craft – independently and collaboratively – through use of the common vocabulary of the 6- Trait model.

**STANDARDS (SPEAKING/LISTENING)**

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9-10 topics, texts, and issues** building on other's ideas and expressing their own clearly and persuasively.

**SKILLS**

a) **Prepare in advance for discussions**:
- Read/research materials for discussion, come prepared
- Reference evidence in text
- Generate questions about topic, text or issues
b) Work with peers:
- Set expectations as a group for goals and deadlines
- Set expectations for group decision making procedures
- Understand individual role for discussion

c) During discussion:
- Pose and respond to specific questions with elaboration
- Engage group members with questions/statements that clarify, verify, or challenge ideas
- Connect current discussion to broader themes and larger ideas

d) During and/or After discussion:
- Respond thoughtfully to multiple perspectives on the topic, text, or issue
- Summarize points of agreement and disagreement
- Qualify or justify own views
- Make new connections based on evidence and reasoning presented

STANDARDS (LANGUAGE)

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

L.9-10.2 Demonstrate command of conventions, capitalization, punctuation and spelling.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

SKILLS
- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- 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).

L.9-10.5a Interpret figures of speech in context and analyze their role in the text.

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.
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<tr>
<td><strong>UNIT 2: FACING CONFLICT</strong></td>
<td><strong>STANDARDS (READING LITERATURE)</strong></td>
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</table>

**Unit Overview:** Students will analyze the importance and relevancy of conflict to promote personal or societal growth and change.

**Overarching Essential Question(s):**
How is conflict necessary? How does conflict promote growth and change? Why does conflict not always result in change?

**Suggested Time Frame:** Quarter Two

**SKILLS**
- Recognize the text’s explicit message
- Cite textual evidence that most strongly supports the text’s message
- Draw logical inferences from the text

**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, foreshadowing) create such effects as mystery, tension, or surprise.

**SKILLS**
- Determine and explain how and why an author chooses the appropriate text structure to create a specific effect
- Determine and explain how the author manipulates time in a text for a specific effect

**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).

| **STANDARDS (READING INFORMATIONAL TEXT)** |

**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.

**SKILLS**
- Identify author’s point of view or purpose
- Examine how persuasive techniques advance the author’s point of view or purpose

**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.
SKILLS
- Compare and contrast various accounts of a subject
- Identify significant detail in each account

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

SKILLS
- Determine and explain the historical and literary significance of specific U.S. texts, including the author’s purpose
- Compare and contrast themes, purposes, and concepts within significant U.S. texts

STANDARDS (WRITING)

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

SKILLS
- 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]”).
- 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”).

STANDARDS (SPEAKING/LISTENING)

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.

SL.9-10.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

STANDARDS (LANGUAGE)

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

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

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.
## ORGANIZING THEME / TOPIC

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<thead>
<tr>
<th>UNIT 3: CHANGING PERSPECTIVES</th>
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<tbody>
<tr>
<td><strong>Unit Overview:</strong> Students will analyze how communication promotes knowledge and understanding on multiple perspectives.</td>
</tr>
<tr>
<td><strong>Overarching Essential Question(s):</strong> How is knowledge the same as understanding? How does communication change perspective? Why does purpose influence language?</td>
</tr>
<tr>
<td><strong>Suggested Time Frame:</strong> Quarter Three</td>
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</tbody>
</table>

## FOCUS STANDARDS & SKILLS

### STANDARDS (READING LITERATURE)

**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).

**SKILLS**
- Determine word/phrase meaning (including figurative language), connotative language/meaning, and technical meaning
- Analyze the meaning and tone of the entire text
- Determine and explain how the formal/informal tone impacts the setting

### STANDARDS (READING INFORMATIONAL TEXT)

**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.

**SKILLS**
- Identify the argument and specific claims of a text
- Evaluate the soundness of the reasoning and evidence that supports the claim
- Determine the sufficiency of the evidence used to support the claim
- Identify inaccurate evidence or misleading information within a claim or argument

### STANDARDS (WRITING)

**Argument Writing**

**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.

**SKILLS**
- 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.
- 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.
- 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.
• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
• Provide a concluding statement or section that follows from and supports the argument presented.

**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.

**SKILLS**
• Use the research process to answer a specific question or solve a problem
• Generate, narrow, broaden, and revise the research questions when necessary
• Synthesize multiple sources to answer the research question.
• Demonstrate understanding of the subject

**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.

**SKILLS**
• Gather multiple and credible print and digital sources.
• Use advanced research methods and searches proficiently.
• Assess the credibility and usefulness of sources in responding to an inquiry.
• Integrate paraphrased information seamlessly
• Embed quotations to maintain flow of syntax and ideas.
• Avoid plagiarism and follow MLA format for citations.

**STANDARDS (SPEAKING/LISTENING)**

**SL.9-10.3** Evaluate a speakers’ point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**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.

**SKILLS**
• Present information, findings, and supporting evidence clearly, concisely, and logically.
• Select organization, development, substance, and styles appropriate to purpose, audience, and task.
STANDARDS (LANGUAGE)

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

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

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

SKILLS
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

ORGANIZING THEME / TOPIC

UNIT 4: SOCIAL CHANGE AND JUSTICE

Unit Overview: Students will analyze the meaning and influence of justice (perceived and actual) connecting how justice can evoke change within a society.

Overarching Essential Question(s): How do differences define society? How does language promote change? Why is justice necessary in society?

Suggested Time Frame: Quarter Four

FOCUS STANDARDS & SKILLS

STANDARDS (READING LITERATURE)

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 “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

SKILLS
- Compare and contrast the representation of a subject or key scene in two different mediums (painting, poem, film, music, stage production, etc.)
- Identify what elements are emphasized or absent in each medium

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.

SKILLS
- Read and explain complex literary texts (beyond the novel) independently and proficiently.
STANDARDS (READING INFORMATIONAL TEXT)

**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., section or chapter).

**SKILLS**
- Determine/explain in detail how an author’s ideas are clarified through the author’s choice of text structures in sentences, paragraphs, and larger portions.

**RI.9-10.10** By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARDS (WRITING)

**Informational 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.

**SKILLS**
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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.9-10.7** 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.

**SKILLS**
- Use the research process to answer a specific question or solve a problem
- Generate, narrow, broaden, and revise the research questions when necessary
- Synthesize multiple sources to answer the research question.
- Demonstrate understanding of the subject
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.

**SKILLS**
- Gather multiple and credible print and digital sources.
- Use advanced research methods and searches proficiently.
- Assess the credibility and usefulness of sources in responding to an inquiry.
- Integrate paraphrased information seamlessly.
- Embed quotations to maintain flow of syntax and ideas.
- Avoid plagiarism and follow MLA format for citations.

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

- **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”).
- **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.”

**STANDARDS (SPEAKING/LISTENING)**

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

**STANDARDS (LANGUAGE)**

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

**SKILLS**
- Analyze nuances in the meaning of words with similar denotations.
# Approved Book List for Freshman Level
## English Language Arts

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Adventures of Ulysses</em></td>
<td>Bernard Evslin</td>
</tr>
<tr>
<td><em>Anthem</em></td>
<td>Ayn Rand</td>
</tr>
<tr>
<td><em>The Chosen</em></td>
<td>Chaim Potok</td>
</tr>
<tr>
<td><em>Fast Food Nation</em></td>
<td>Eric Schlosser</td>
</tr>
<tr>
<td><em>The House on Mango Street</em></td>
<td>Sandra Cisneros</td>
</tr>
<tr>
<td><em>Lord of the Flies</em></td>
<td>William Golding</td>
</tr>
<tr>
<td><em>Monster</em></td>
<td>Walter Dean Myers</td>
</tr>
<tr>
<td><em>The Odyssey</em></td>
<td>Homer</td>
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<tr>
<td><em>Of Mice and Men</em></td>
<td>John Steinbeck</td>
</tr>
<tr>
<td><em>Our Boys: A Perfect Season on the Plains</em></td>
<td>Joe Drape</td>
</tr>
<tr>
<td><em>Romeo and Juliet</em></td>
<td>William Shakespeare</td>
</tr>
<tr>
<td><em>A Separate Peace</em></td>
<td>John Knowles</td>
</tr>
<tr>
<td><em>To Kill a Mockingbird</em></td>
<td>Harper Lee</td>
</tr>
<tr>
<td><em>Twelve Angry Men</em></td>
<td>Reginald Rose</td>
</tr>
<tr>
<td><em>Whirligig</em></td>
<td>Paul Fleischman</td>
</tr>
</tbody>
</table>

**Archived Titles:** The titles here can be used as alternate reads or class reads if the teacher chooses; however, no more books should be purchased from this list.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Bless Me, Ultima</em></td>
<td>Rudolfo Anaya</td>
</tr>
<tr>
<td><em>A Day No Pigs Would Die</em></td>
<td>Robert Newton Peck</td>
</tr>
<tr>
<td><em>Great Expectations</em></td>
<td>Charles Dickens</td>
</tr>
<tr>
<td><em>Nervous Condition</em></td>
<td>Tsitsi Dangarembga</td>
</tr>
<tr>
<td><em>The Punch</em></td>
<td>John Feinstein</td>
</tr>
<tr>
<td><em>Stotan</em></td>
<td>Chris Crutcher</td>
</tr>
</tbody>
</table>

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