

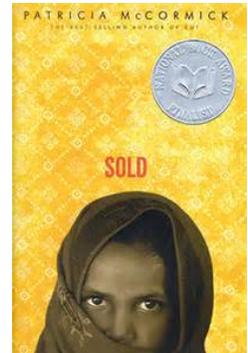
English I Curriculum

Thematic Unit A: The Self-Fulfilling Prophecy

Essential Question: Do humans mold themselves to the image that they believe others hold of them or is it human nature to fight to change this image?

Main Text:

* SOLD (Novel)



Supplemental Texts:

*Joy Luck Club (Excerpt)

*Lift Every Voice and Sing (Poem)

*Lincoln 2nd Inaugural Address (Speech)

*MLK Letter from Birmingham Jail (Letter)

*I Know Why the Caged Bird Sings (Poem)

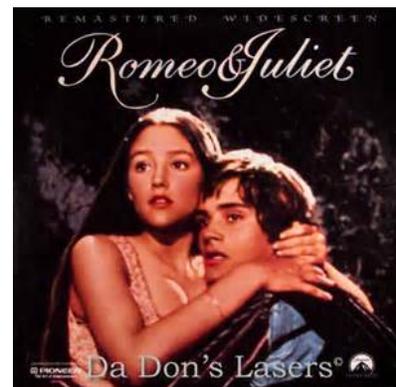
*Other texts selected by instructor (Novels, Excerpts, Short Stories, Articles, Essays, Speeches, Plays, Poems, Artistic Works or Graphic Organizers) that will augment the theme of the lesson and improve standards based instruction.

Thematic Unit B: The Most Powerful Emotion

Essential Question: Has hatred and animosity had a stronger impact on humanity than love and kindness?

Main Text:

*Romeo and Juliet (Play)



Supplemental Texts:

*The Gift of the Magi (Short Story)

*Sonnet 73(Poem)

*I am offering this poem to you (Poem)

*Gettysburg Address (Speech)

*Grapes of Wrath- (Excerpt)

*MLK I Have a Dream (Speech)

*Other texts selected by instructor (Novels, Excerpts, Short Stories, Articles, Essays, Speeches, Plays, Poems, Artistic Works or Graphic Organizers) that will augment the theme of the lesson and improve standards based instruction.

Thematic Unit C: Perception

Essential Question: Can the acquisition of new information and new experiences change our core values and perceptions or is it impossible to change a human's core values and perceptions?

Main Text:

*To Kill a Mockingbird

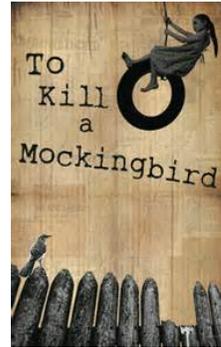
Supplemental Texts:

*We Grow Accustomed to the Dark (Poem)

*Woman (Poem)

*A Quilt of a Nation (Essay)

*Other texts selected by instructor (Novels, Excerpts, Short Stories, Articles, Essays, Speeches, Plays, Poems, Artistic Works or Graphic Organizers) that will augment the theme of the lesson and improve standards based instruction.



Thematic Unit D: Rhetoric

Essential Question: What strategies do leaders utilize that help them convince others to agree with them?

Texts:

*Speech to the 2nd Virginia Convention (Speech)

*Farewell Address (Speech)

*FDR State of the Union (Speech)

*Address to Students at Moscow State University (Speech)

*Remarks to the Senate in Support of a Declaration of Conscience (Speech)

*Other texts selected by instructor (Novels, Excerpts, Short Stories, Articles, Essays, Speeches, Plays, Poems, Artistic Works or Graphic Organizers) that will augment the theme of the lesson and improve standards based instruction.



Aristotle
Ethos
Pathos
Logos

Thematic Unit E: Made in the Image

Essential Question: How does the study of Ancient Mythology give us clues as to how the Ancient's viewed human nature?

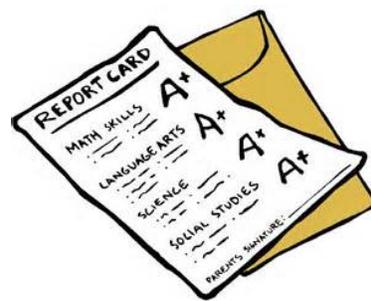
Texts:

- *Arachne (Myth)
- *Daphne and Apollo (Myth)
- *Pygmalion (Myth)
- *Midas (Myth)
- *Odyssey (Poem)
- *Rape of Europa (Myth)
- *IO (Myth)
- *Perseus (Myth)
- *Prometheus (Myth)
- *Theseus (Myth)
- *Other texts selected by instructor (Novels, Excerpts, Short Stories, Articles, Essays, Speeches, Plays, Poems, Artistic Works or Graphic Organizers) that will augment the theme of the lesson and improve standards based instruction.



Grade Weights:

Tests and Projects:	25%
Quizzes:	15%
Class Participation and Homework:	20%
Written Work:	20%
Work Produced in Class:	20%



Common Core State Standards that will be the focus of instruction

Reading Literature 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.

Craft and Structure:

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

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

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

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

[CCSS.ELA-Literacy.RL.9-10.6](#)

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

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.9-10.7](#)

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

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

(RL.9-10.8 not applicable to literature)

[CCSS.ELA-Literacy.RL.9-10.9](#)

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Information Texts 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.

Craft and Structure:

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

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

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

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

[CCSS.ELA-Literacy.RI.9-10.6](#)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RI.9-10.7](#)

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

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

Delineate and evaluate the argument and specific claims in a text, assessing whether the

reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[CCSS.ELA-Literacy.RI.9-10.9](#)

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

Writing Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

Write informative/explanatory texts to examine and convey complex ideas, concepts, and

information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

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

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

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

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

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

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

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

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

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.9-10.3.a](#)

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.

[CCSS.ELA-Literacy.W.9-10.3.b](#)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.9-10.3.c](#)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[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.W.9-10.3.e](#)

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:

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

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#)

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

Research to Build and Present Knowledge:

[CCSS.ELA-Literacy.W.9-10.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

[CCSS.ELA-Literacy.W.9-10.9](#)

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

[CCSS.ELA-Literacy.W.9-10.9.a](#)

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]").

[CCSS.ELA-Literacy.W.9-10.9.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").

Range of Writing:

[CCSS.ELA-Literacy.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.