

# Curriculum Framework for Humanities/English 10

School: The Delaware Met      Curricular Tool: Common Core Curriculum Maps<sup>1</sup>      Grade or Course 10th

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Latin and Central American Literature</b> <b>Timeline : 8 weeks</b>			
<p><b>Cc9-10RL1:</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>CC9-10RL4:</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 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).</p> <p><b>CC9-10RL6:</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>CC9-10RI5:</b> 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).</p> <p><b>CC9-10RI8:</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.</p>	<p>Students consider religious, generational, and cultural conflicts, as well as the effects of modernization, political struggle, and other themes common to many literary works. Magical realism is found in this unit and may be compared to that found in the Russian unit (4). Students also recognize how not all literary works make explicit political or cultural statements and must be approached on their own terms. In order to enrich their understanding, students investigate the historical background for selected works, as well as read author biographies.</p>	<p>Explore the role of the magical and fantastic in Latin American literature.</p> <p>Explore narrative forms and techniques in Latin American literature.</p> <p>Analyze the role of time in Latin American narrative.</p> <p>Listen to and analyze Latin American poetry in the original and in translation.</p> <p>Explore the role of local and universal themes in Latin American literature.</p> <p>Consider the challenges of translation, including the different connotations that various cultures attach to given words.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create clear, original, specific thesis statements.</p> <p>Organize concrete evidence and</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u>  <b>Seminar and Essay:</b> How does magical realism in <i>The Short Stories of Eva Luna</i>, “The Secret Miracle,” “The Garden of Forking Paths,” <i>House of Spirits</i>, OR <i>Like Water for Chocolate</i> help the reader gain a deeper understanding of reality? How does magical realism reveal the author’s true point of view? Write and essay in which you use at least three pieces of specific textual evidence to support an original thesis statement. (CC9-10RI5, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p><b>Seminar and Essay:</b> Consider magical realism in</p>

<sup>1</sup> Elements of this map are taken from the *Common Core Curriculum Maps in English Language Arts*, available at [www.commoncore.org](http://www.commoncore.org), accessed November 28, 2011.

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<p><b>CC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC9-10W5:</b> 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.</p> <p><b>CC9-10W10.6:</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>CC9-10W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CC9-10SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>CC9-10L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC9-10L6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>supporting textual details to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Analyze how literary devices produce meaning.</p>	<p><i>The Short Stories of Eva Luna</i>, “The Secret Miracle,” “The Garden of Forking Paths,” <i>House of Spirits</i>, OR <i>Like Water for Chocolate</i>. How is magical realism a metaphor? What is the relationship between the literal and the metaphoric? Does the reader need to suspend their notions of reality to accept the device of magical realism of the text? Defend your response using textual evidence to support an original thesis. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC9-10RI5, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p><b>Seminar and Essay:</b> What does Marquez mean by “solitude” in his Nobel Prize acceptance speech “The Solitude of Latin America” and his novel <i>One Hundred Years of Solitude</i>? How is solitude a metaphor? Is it a fitting metaphor? Why or why not? Use specific textual evidence to discuss. After seminar, write an essay using at least two pieces of textual evidence to support a clear thesis from both his speech and his novel. (CC9-10RL4, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p><b>Seminar and Essay:</b> (<i>Note: This assessment is meant especially for bi-lingual students who have fluency or emerging fluency in both Spanish and English.</i>) Read key passages of “The Secret Miracle” or “The Garden of Forking Paths” in English and Spanish. Consider issues of translated texts. What skills does a good translator need to have? What if anything is lost in translation between the texts? Write an essay in which you organize three to six pieces (i.e., ideally, at least three pieces from each text) of textual evidence to support an original thesis statement in an essay. (CC9-10RL4, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p><b>Seminar and Essay:</b> How does love serve as a metaphor? Is there one common statement the texts in this unit all seem to be making about love? If so,</p>

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			<p>what is that statement? After discussion in seminar, write a well organized essay using six pieces of textual evidence to support an original thesis statement. (CC9-10RL4, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1, CC9-10SL4)</p> <p><b>Narrative:</b> Write a five-page short story inspired by any of the works in the unit. Read it aloud to the class and invite discussion about which work might have inspired it and how. (CC9-10W3)</p> <p><b>Speech:</b> Choose a poem or a prose passage from this unit (three minutes maximum) and recite it from memory. Include an introduction that discusses who wrote the poem and when it was written (i.e., historical context); what makes it memorable or significant; and words and phrases that hold special meaning in context. (CC9-10RL2, CC9-10SL6, CC9-10L5)</p> <p><b>Oral Presentation:</b> Prepare a ten-minute report on the life of a Latin American author, with pictures, maps, audio recordings, and any other applicable resources. (CC9-10RI1, CC9-10SL2, CC9-10SL5)</p>
<p><b>Unit Two: Asian Literature</b> <b>Timeline: 8 weeks</b></p>			
<p><b>CC9-10RL2:</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>CC9-10RL5:</b> 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.</p>	<p>Through reading the diverse selections in this unit, students consider the role of ancient philosophies, universal themes, Western influence, and historical change in these works. In addition, students listen to recordings of some of the poems in the original language, so that they may appreciate their sounds, structures, and rhythms.</p>	<p>Explore ancient and modern works of literature from Asian countries, particularly China, India, and Japan.</p> <p>Consider how Asian literature both draws on and questions cultural traditions.</p> <p>Consider how certain Asian authors integrate Western literary influences into their cultural contexts.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> </ul>

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<p><b>CC9-10RI1:</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>CC9-10RI4:</b> 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).</p> <p><b>CC9-10W7:</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>CC9-10W10:</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.</p> <p><b>CC9-10SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CC9-10L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p>Compare two or more translations of a single poem.</p> <p>Write a close literary analysis of a work of poetry, fiction, or drama, considering language use and literary elements.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create a clear, original, specific thesis statement.</p> <p>Organize concrete evidence and supporting textual details to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Analyze how philosophy influences literature.</p> <p>Understand how literary devices convey theme.</p>	<ul style="list-style-type: none"> <li>Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u></p> <p><b>Seminar and Essay:</b> Analyze Akutagawa’s story “In a Bamboo Grove” and Kurosawa’s film <i>Rashomon</i>. How do the story and the film portray the characters’ psychological states? (Note: Kurosawa’s <i>Rashomon</i> is based on Akutagawa’s “In a Bamboo Grove,” not on his “Rashomon,” though a few details from the latter story appear in the film.) Write an essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL7, CC9-10SL1, CC9-10W2)</p> <p><b>Seminar and Essay:</b> How does fiction writer Ryunosuke Akutagawa or playwright Tsao Yu integrate Western literary influences into his work? Use textual evidence from the literary and informational texts to support an original thesis. Write an essay using at least three pieces of textual evidence to support your thesis statement. (CC9-10RL6, CC9-10RL9, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> How are the novels from India <i>Midnight’s Children</i> and <i>Nectar in a Sieve</i> allegorical texts? What does the allegory reveal about the author’s point of view? Use evidence from reference texts <i>Trading Places: The East India Company and Asia, 1600–1834</i> and <i>The Scandal of Empire: India and the creation of Imperial Britain</i>. Write an essay using at least three pieces of evidence from the novels and the reference texts to support an original thesis statement. (SL.9-10.1, W.9-10.2, W.9-10.9)</p> <p><b>Seminar and Essay:</b> Compare and contrast <i>Midnight’s Children</i> and <i>Nectar in a Sieve</i>. How do they differ in meaning? How are they similar in</p>

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			<p>meaning? Write an essay using at least two pieces of textual evidence from each text to support an original thesis statement. (CC9-10RL6, CC9-10RL9, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> What does Amal teach the other characters in Rabindranath Tagore’s <i>The Post Office</i>? Do these teachings reflect the values of Confucianism or Taoism? Write an essay using at least three pieces of textual evidence to support an original thesis. (CC9-10RL1, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> Does the poem “Spirit, Substance, Shadow” connect to the teachings of Lao Tzu or Confucius? What does the poem reveal about these two philosophies? Write an essay using at least three pieces of textual evidence from multiple sources to support an original thesis statement. (CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> How do the works you have read so far in this unit honor or rebel against cultural tradition? Write an essay that supports an original thesis statement, using at least three pieces of textual evidence to describe the cultural traditions. (The teacher may choose to focus on one or two texts.) (CC9-10RL6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> How do Benjamin Hoff’s allegories reveal Asian teachings? Do the allegories accurately illustrate these teachings? Write an essay that uses textual evidence to support an original thesis statement. Use evidence from more than one text. (CC9-10RL6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> (<i>This assignment is especially appropriate for bi-lingual students who understand both languages presented in the texts.</i>) Read James Merrill’s poem “Lost in Translation” and discuss it in the context of the works of Asian literature that</p>

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			<p>you have read in this unit. What skills does a good translator need? In translation, is meaning lost irrevocably to the reader? Write an essay that uses at least three pieces of textual evidence to support an original thesis. (CC9-10RL6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Essay:</b> Write a close literary analysis of one of the poems in the unit, with attention to its form, figurative language, symbolism, and meaning. Be sure to include any historical context necessary. Use at least three pieces of textual evidence to support your analysis in an essay. (CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Oral Presentation:</b> <i>(This assignment is especially appropriate for bi-lingual students who understand both languages presented in the texts.)</i> Choose a recording of a poem from <i>Chinese Poems of the Tang and Sung Dynasties</i>, or find a different recording. Play the recording and explain the literary structure of the poem. Present two translations of the poem and compare the choices the translators have made. (CC9-10RL5)</p>
<p><b>Unit Three: African and the Middle Eastern Literature</b>  <b>Timeline: 8 weeks</b></p>			
<p><b>CC9-10RL1:</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>CC9-10RL4:</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 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).</p>	<p>Students consider the beauty and craftsmanship of the works, as well as the effects of the African and Middle Eastern colonial experience—and the subsequent challenges of the postcolonial era. They consider religious, generational, and cultural conflicts, effects of modernization, political struggle, and other themes common to many literary works. At the</p>	<p>Read a variety of literary works from Africa and the Middle East, particularly from the postcolonial period.</p> <p>Consider the challenges of translation, including the different connotations that various cultures attach to given words.</p> <p>Through analysis of literary works, explore the changing</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> </ul>



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<p><b>CC9-10RL6:</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>CC9-10RI5:</b> 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).</p> <p><b>CC9-10RI8:</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.</p> <p><b>CC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC9-10W5:</b> 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.</p> <p><b>CC9-10W6:</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>CC9-10W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CC9-10SL6:</b> Adapt speech to a variety of</p>	<p>same time, students recognize that not all literary works make explicit political or cultural statements and must be approached on their own terms. In order to enrich their understanding, students investigate the historical background for selected works, as well as author biographies.</p>	<p>social structures of Middle Eastern and African societies.</p> <p>Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.</p> <p>Trace the development of an idea or argument in a work of literary nonfiction.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create a clear, original, specific thesis statement.</p> <p>Organize concrete evidence and supporting textual details to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Analyze how literary devices convey theme.</p>	<ul style="list-style-type: none"> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u></p> <p><b>Seminar and Essay:</b> What is satire? What is being satirized in <i>Ethics of the Aristocrats</i> or <i>King Baabu</i>? What is the author’s political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL4, CC9-10W2)</p> <p><b>Seminar and Essay:</b> Agree or disagree: “Personal crisis coincides with cultural change.” (Teachers choose the work.) Discuss in seminar and then use at least three pieces of textual evidence to support an original thesis in an organized essay. (CC9-10RL6, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> Writers are meant to: “Describe a situation so truthfully that the reader can no longer evade it.” Choose an essay by Nadine Gordimer and explain what “truth” she develops in her essay. How does she develop that truth? Use at least three pieces of specific textual evidence from her essay to support an original thesis statement in an essay. (CC9-10RI5, CC9-10W2, CC9-10W4)</p> <p><b>Seminar and Essay:</b> What is “chi” in its cultural context? Compare the use of “chi” (personal spirit) in <i>Things Fall Apart</i> and <i>The Joys of Motherhood</i>. After discussion, use two pieces of evidence from each text to support an original thesis statement that compares the two texts in an essay. (CC9-10RL1, CC9-10RL4, CC9-10W2, L5)</p> <p><b>Seminar and Essay:</b> Agree or disagree: “It is possible to understand this piece of literature outside of its historical context.” (Teachers choose the work.) In an organized essay, use textual evidence</p>

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<p>contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>CC9-10L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC9-10L6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			<p>from the work as well as from historical or reference works to support an original thesis statement. (CC9-10W1, CC9-10W2, CC9-10W5, CC9-10W6, CC9-10W7, CC9-10L6)</p> <p><b>Seminar and Essay:</b> Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10W2, CC9-10SL4)</p> <p><b>Seminar and Essay:</b> Agree or disagree: “Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another.” Use textual evidence to support your response. After seminar, write an organized essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10W2, CC9-10SL3)</p> <p><b>Creative Writing/performance:</b> Write a narrative monologue from the point of view of one of the <i>secondary</i> characters in <i>Things Fall Apart</i> or <i>The Lion and the Jewel</i>. Perform the monologue for the class. (CC9-10W3, CC9-10SL6)</p> <p><b>Oral Presentation:</b> Working with a partner, choose a work in this unit with a character facing a difficult choice. Write and perform two monologues, each one defending a particular option. (CC9-10W3, CC9-10SL6)</p> <p><b>Oral Presentation:</b> Choose a poem that you have read on this unit and recite it from memory. Include an introduction that discusses who wrote the poem and when it was written (i.e., historical context); and how the form of the poem and its meaning are related. (CC9-10RL2, CC9-10SL4, CC9-10SL6)</p>



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<b>SOCIAL STUDIES INTEGRATION: Economic Stability</b> <b>ELA CONCEPT: Research</b> <b>Timeline: 4 weeks</b>			
<p><b>CC9-10RI1:</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>CC9-10RI5:</b> 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).</p> <p><b>CC9-10W2:</b> 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.</p> <p><b>CC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC9-10W5:</b> 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.</p> <p><b>CC9-10W7:</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>CC9-10W8:</b> Gather relevant information</p>	<p>Effective research includes strategies for gathering, organizing, selecting, evaluating, and presenting information.</p>	<p>What are the best strategies to use when researching information and writing a research paper?</p> <p>What is the best way to synthesize multiple sources of information to create an effective argument?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Conduct short as well as more sustained research projects.</li> <li>• Synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, and assessing the usefulness of each source.</li> <li>• Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by</li> </ul>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Summative Assessments:</u>  <b>Social Studies Assessments:</b>  Research presentation</p> <p><b>ELA Assessment:</b>  Research project assessed using a rubric</p>

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<p>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.</p> <p><b>CC9-10W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>CC9-10W10:</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.</p> <p><b>CC6SL4:</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>CC9-10L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC9-10L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC9-10L3:</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>CC9-10L6:</b> Acquire and use accurately general academic and domain-specific</p>		<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	

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<p>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>Unit Four: Russian Literature</b> <b>Timeline: 8 weeks</b></p>			
<p><b>CC9-10RL3:</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>CC9-10RL5:</b> 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.</p> <p><b>CC9-10RI3:</b> 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.</p> <p><b>CC9-10RI6:</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.</p> <p><b>CC9-10RI7:</b> 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.</p>	<p>In the first part of this unit, students read short works by Pushkin, Gogol, Tolstoy, or Chekhov to be introduced to shared themes and literary devices. The class should read no more than three short works in four weeks, in order to devote adequate attention to each. At the end of the unit, teachers choose a novel to read as a seminal text, or opt for the short absurdist vignettes of Daniil Kharms. The literary reading in this part of the unit should be paired with historical readings. By the end of the unit, students begin to understand Russian literature from both a literary and a historical standpoint and will have a foundation for further reading and study.</p>	<p>Read works of Russian literature both for their intrinsic qualities and for their relation to the historical context.</p> <p>Analyze the motives, qualities, and contradictions of a character in Russian literature (including the narrator).</p> <p>Describe the effect of the narrative structure, pacing, and tone in a work of Russian literature.</p> <p>Analyze the role of utopian ideology in select works of Russian literature.</p> <p>Consider the impact of the Bolshevik Revolution and Communist rule on twentieth-century Russian writers and literature.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create a clear, original, specific thesis statement.</p> <p>Organize concrete evidence and/or supporting textual details</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Reading response logs</li> <li>• Teacher observation of whole class, individual and collaborative work sessions</li> <li>• Whole class discussions</li> <li>• Daily quickwrites</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Daily journals</li> <li>• Study questions</li> <li>• Literature circle notes</li> <li>• Socratic seminar discussions</li> <li>• Individual check-ins with students</li> <li>• Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records</li> </ul> <p><u>Suggested Summative Assessments:</u></p> <p><b>Seminar and Essay:</b> How reliable is the narrator in the short story “The Nose”? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL4, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> What is the comment being made by “The Overcoat” on the characteristics of communism? Is the story of “The Overcoat” ironic?</p>

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<p><b>CC9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC9-10W2:</b> 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.</p> <p><b>CC9-10SL3:</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>CC9-10L3:</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>to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Apply new terminology to the texts.</p> <p>Analyze how historical events influence literature.</p> <p>Analyze how literary devices help convey theme.</p>	<p>How is the story of Akaki an example of carnivalesque? How is it an example of paranormal? Use textual evidence from chapter one of <i>Nikolai Gogol</i> (Vladimir Nabokov) and the short story itself. Write an essay that uses at least three pieces of textual evidence to support an original thesis statement answering one of these questions. (CC9-10RL1, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> Explore the spiritual and emotional changes of Ivan Ilyich in Tolstoi’s <i>The Death of Ivan Ilyich</i> or of Dr. Ragin in Chekhov’s “Ward No. 6.” How and why does the main character change throughout the story? Use textual evidence to support your claims in a seminar. Write an essay using three to six pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL2, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> Why does Dostoevsky’s “Underground Man” reject the idea of the Crystal Palace? Use textual evidence to support your response. Write an essay using at least three textual details to support an original thesis statement. (CC9-10SL1, CC9-10W2, CC9-10W9, CC9-10SL3, CC9-10L3)</p> <p><b>Seminar and Essay:</b> Discuss “A Slap in the Face of Public Taste” before and after learning the historical context. How do historical references affect your interpretation of the document? Refer to the literary and informational texts to support your response. Write an essay using at least three textual details to support an original thesis. (CC9-10RI6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Seminar and Essay:</b> How does the Bolshevik Revolution help us understand Blok’s poem “The Twelve” (or another work of early twentieth-century Russian literature)? Use evidence from informational texts, as well as the poem itself. Write an essay using at least three pieces of textual evidence to support an</p>

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			<p>original thesis. (CC9-10RL6, CC9-10RI3, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p><b>Oral Presentation:</b> Conduct and present research on the life of one of the authors whose work you have read for this course. How have historical events affected the author's point of view? How does the author express his point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. (CC9-10SL4)</p> <p><b>Oral Presentation:</b> Cite examples of narrative repetition or digression in one of the works you have read; comment on its significance in the story. (CC9-10RL5)</p> <p><b>Speech:</b> Recite a favorite passage from one of the stories in this unit. Include an introduction that states from where it is excerpted, who wrote it, and its literary significance (CC9-10RL2, CC9-10L4, CC9-10SL6)</p>