# UNIT 1: CHARACTERS AND CONFLICT

## Unit Overview:
Students will explore, analyze, and apply their understanding of how various texts use characters and conflict to present a universal truth.

## Overarching Essential Question(s): How does conflict influence an individual’s behavior and identity? How does setting influence conflict and character?

## Suggested Time Frame: Quarter One

### ORGANIZING THEME/TOPIC

<table>
<thead>
<tr>
<th>UNIT 1: CHARACTERS AND CONFLICT</th>
</tr>
</thead>
</table>

### FOCUS STANDARDS & SKILLS

#### STANDARDS (READING LITERATURE)

**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.

**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.9-10.2** – 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

**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.9-10.1** – 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)**
**Argument Writing – Literary Analysis**

**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.9-10.9** 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.9-10.1** 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
- Identify evidence in materials
- Generate questions about topic, text or issues
- Set expectations as a group for goals and deadlines
- Set expectations for group decision making procedures
- Understand individual role for discussion

b) **During discussion:**
- Refer to evidence on topic, text, or issue
- Build on the comments and questions of other group members
- 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

c) **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.9-10.1 **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, adverbal, 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.9-10.4 **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).
<table>
<thead>
<tr>
<th>ORGANIZING THEME / TOPIC</th>
<th>FOCUS STANDARDS &amp; SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2: TRAGEDY AND SPECTACLE</td>
<td><strong>STANDARDS (READING LITERATURE)</strong></td>
</tr>
<tr>
<td><strong>Unit Overview:</strong> Students will explore how texts create effective argument. Students will analyze author’s effectiveness in creating tragedy.</td>
<td><strong>RL.9-10.6</strong> 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.</td>
</tr>
</tbody>
</table>
| **Overarching Essential Question(s):** How do writers construct an effective argument through dramatic works? Can anyone be a hero? Why or why not? What is tragedy and how is it defined? What makes an effective argument? | **SKILLS**  
- Analyze the point of view or cultural experience in a piece of world literature (outside the U.S.)  

**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). |
| **SKILLS**  
- Identify and explain how an author incorporates source material into his or her own text |

| **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.9-10.8** 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.9-10.8 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.
<table>
<thead>
<tr>
<th>ORGANIZING THEME / TOPIC</th>
<th>FOCUS STANDARDS &amp; SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 3: CONSCIENTIOUS OBJECTIONS</strong></td>
<td><strong>STANDARDS (LANGUAGE)</strong></td>
</tr>
<tr>
<td><strong>Unit Overview:</strong> Students will construct their own arguments by synthesizing multiple sources and manipulation text structure.</td>
<td><strong>L.9-10.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td><strong>Overarching Essential Question(s):</strong> To what extent does experience determine what we perceive? To what extent does society become our responsibility?</td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td><strong>Suggested Time Frame:</strong> Quarter Three</td>
<td>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
</tr>
<tr>
<td></td>
<td>• Use a colon to introduce a list or quotation.</td>
</tr>
<tr>
<td></td>
<td><strong>L.9-10.3</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td></td>
<td>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., <em>MLA Handbook</em>) appropriate for the discipline and writing type.</td>
</tr>
<tr>
<td></td>
<td><strong>STANDARDS (READING LITERATURE)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RL.9-10.5</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td></td>
<td>• Determine and explain how and why an author chooses the appropriate text structure to create a specific effect</td>
</tr>
<tr>
<td></td>
<td>• Determine and explain how the author manipulates time in a text for a specific effect</td>
</tr>
<tr>
<td></td>
<td><strong>RL.9-10.7</strong> 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 <em>Landscape with the Fall of Icarus</em>).</td>
</tr>
<tr>
<td></td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast the representation of a subject or key scene in two different mediums (painting, poem, film, music, stage production, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Identify what elements are emphasized or absent in each medium</td>
</tr>
</tbody>
</table>
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.9-10.7 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

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

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.

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

ORGANIZING THEME / TOPIC

UNIT 4: SEEKING KNOWLEDGE

Unit Overview: Students will explore research methods by constructing an informative/explanatory essay. Students will analyze text complexity in various texts.

Overarching Essential Question(s):
What kind of knowledge defines our lives? What makes text complex?

FOCUS STANDARDS & SKILLS

STANDARDS (READING LITERATURE)
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.9-10.10 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.
<table>
<thead>
<tr>
<th>Suggested Time Frame: Quarter Four</th>
<th><strong>STANDARDS (WRITING)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Writing</strong></td>
<td><strong>W.9-10.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
</tr>
<tr>
<td></td>
<td>• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</td>
</tr>
<tr>
<td></td>
<td>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
</tr>
<tr>
<td></td>
<td>• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</td>
</tr>
<tr>
<td><strong>Review of Writing Process</strong></td>
<td><strong>W.9-10.4</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td>• Develop organized task-appropriate writing</td>
</tr>
<tr>
<td><strong>W.9-10.5</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td>• Use the writing process to improve writing skills.</td>
</tr>
<tr>
<td></td>
<td>• Edit and revise writing to appeal to a specific audience</td>
</tr>
<tr>
<td></td>
<td>• Edit and revise writing to fulfill an explicit purpose</td>
</tr>
<tr>
<td></td>
<td>• Proofread and edit grammatical and syntactical errors.</td>
</tr>
<tr>
<td><strong>W.9-10.6</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>
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.9-10.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SKILLS
- Strategically use digital media and visual displays in presentations to:
  - express information
  - enhance audience understanding

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.)

SKILLS
- Adapt speech to a variety of contexts and tasks
- Demonstrate command of formal English when indicated or appropriate

STANDARDS (LANGUAGE)

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.

SKILLS
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*) appropriate for the discipline and writing type.