

2021-2022, ENGLISH I, All Units

Unit 1: *American Voices* (August 9-September 17)

Unit Essential Questions: What does it mean to be American?

- **Whole Class Learning:** How does your generation define what it means to be American today?
- **Small-Group Learning:** How do the realities of immigrants' experiences reflect or fail to reflect the American ideal?
- **Performance-Based Assessment (Nonfiction Narrative):** How is an American identity created?

Power Standards

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.CS.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.

9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

9-10.W.TTP.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.

9-10.W.TTP.3.b Sequence events so that they build on one another to create a coherent whole.

9-10.W.TTP.3.c Create a smooth progression of experiences or events.

9-10.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

9-10.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9-10.W.TTP.3.f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

9-10.W.TTP.3.g Establish and maintain an appropriate style and tone.

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

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Unit 2: *Survival*

***FLOATING UNIT FOR THE SPRING SEMESTER**

Unit Essential Questions: What does it take to survive?

- **Whole Class Learning:** Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?
- **Small-Group Learning:** What type of strength is most valuable in a survival situation?
- **Performance-Based Assessment (Argumentative Essay):** Should people in life-or-death situations be held accountable for their actions?

Power Standards

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

9-10.RI.IKL.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

9-10.W.TTP.1.a Introduce precise claim(s).

9-10.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

9-10.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

9-10.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10.W.TTP.1.f Establish and maintain a formal style and objective tone.

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

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Unit 3: *The Literature of Civil Rights* (September 20 through November 03)

Unit Essential Questions: How can words inspire change?

- **Whole Class Learning:** How did the selections in this section affect those who first heard them or read them?
- **Small-Group Learning:** Why do words and actions in some time periods produce meaningful change—and others do not?
- **Performance-Based Assessment (Informative Essay):** Explain how words have the power to provoke, calm, or inspire.

Power Standards

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

9-10.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

9-10.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

9-10.W.TTP.2.c 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.

9-10.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.

9-10.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension.

9-10.W.TTP.2.f Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10.W.TTP.2.g Establish and maintain a formal style and objective tone.

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

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Unit 4: *Star-Crossed Romances* (November 04 through January 07)

Unit Essential Questions: Do we determine our own desires?

- **Whole Class Learning:** Which has the greater impact on the characters in these texts: destiny or personal choice?
- **Small-Group Learning:** What is compelling about stories in which people face a tragic destiny?
- **Performance-Based Assessment (Argumentative Essay):** Should the opinion of others affect our own choices or destinies?

Power Standards

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

9-10.W.TTP.1.a Introduce precise claim(s).

9-10.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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Unit 5: *Journeys of Transformation* (*January 10 through February 22) OR (*February 23 through April 12)

Unit Essential Questions: What can we learn from a journey?

- **Whole Class Learning:** How do personal strengths and weaknesses shape a journey?
- **Small-Group Learning:** What different types of journeys are there and how can they transform someone?
- **Performance-Based Assessment (Explanatory Essay):** When does the journey matter more than the destination?

Power Standards

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

9-10.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

9-10.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

9-10.W.TTP.2.c 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.

9-10.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.

9-10.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension.

9-10.W.TTP.2.f Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10.W.TTP.2.g Establish and maintain a formal style and objective tone.

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Unit 6: *World's End* (*February 23 through April 12) OR (*April 13 through May 25)

Unit Essential Questions: Why do we try to imagine the future?

- **Whole Class Learning:** At the end of the world, how do we begin anew?
- **Small-Group Learning:** What do stories about the future say about the present?
- **Performance-Based Assessment (Fictional Narrative):** Which matters more—the present or the future?

Power Standards

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

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