



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.



HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

English I



THE DIOCESE
of ALEXANDRIA

YEAR AT A GLANCE:

| Unit | Anchor Text | Unit Focus | Text Complexity | Content and Standards |
|----------|---|--|--|---|
| 1 | <i>Fahrenheit 451</i> <i>Ray Bradbury</i> | The influence of literature | Readily accessible to moderately complex | Theme development, significance of literary devices, and author's style and purpose conveyed through language, tone and rhetoric |
| 2 | <i>"Hope, Despair, and Memory"</i> <i>Elie Wiesel</i> | Hope and remembrance during times of tragedy | Moderately complex to very complex | Evaluate the effectiveness of an author's message through analysis of diction, tone, rhetoric, and the author's purpose |
| 3 | <i>Romeo and Juliet</i> <i>William Shakespeare</i> | Conflict, choice, and consequences | Very complex | Analysis of author's language and motifs, development of complex characters and external and internal conflicts and themes |
| 4 | <i>The Odyssey</i> <i>Homer</i> | Physical and mental journeys | Very complex | Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write the and present personal narratives |

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.



- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily Activities

Student Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

| | |
|---------|--|
| CS.GA.1 | Analyze literature that reflects the transmission of a Catholic culture and worldview. |
| CS.GA.2 | Analyze works of fiction and non-fiction to uncover authentic Truth. |
| CS.GA.3 | Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world. |
| CS.GA.4 | Share how literature can contribute to strengthening one's moral character. |

English I



Guidebook 2.0 Unit 1 - *Fahrenheit 451*

| Recommended Anchor Text | Recommended Related Texts | Unit Focus | Diocese of Alexandria Standards | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--------------|-----------|-----------|-----------|-----------|-------------|-------------|------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|--|
| <p><i>Fahrenheit 451</i>, Ray Bradbury (Literary)</p> | <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “Burning a Book,” William Stafford (Poem) • “Barter,” Sara Teasdale (Poem) <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “Learning to Read and Write,” Frederick Douglass • “Superman and Me,” Sherman Alexie • “The Great Imagination Heist,” Reynolds Price • “You Have Insulted Me: A Letter,” Kurt Vonnegut • “Reading Books Is Fundamental” from <i>The New York Times</i>, Charles M. Blow • “The Country That Stopped Reading” from <i>The New York Times</i>, David Toscana • “The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains,” Leo Widrich • “Video Games and the Future of Storytelling” from <i>Big Think</i>, Salman Rushdie | <ul style="list-style-type: none"> • Students explore the power of written language to educate and influence others. • They read various argumentative essays and engage in virtual collaboration to develop their own arguments. • They also research a self-generated question related to issues of censorship, creativity, and the evolution of literacy. • Students will come to understand the importance of reading, writing, books, and stories. | <p style="text-align: center;">Reading</p> <p>Literary Texts:</p> <table border="0"> <tr> <td>RL.9-10.1</td> <td>RL.9-10.5</td> </tr> <tr> <td>RL.9-10.2</td> <td>RL.9-10.7</td> </tr> <tr> <td>RL.9-10.3</td> <td>RL.9-10.9</td> </tr> <tr> <td>RL.9-10.4</td> <td>RL.9-10.10</td> </tr> </table> <p>Informational Texts:</p> <table border="0"> <tr> <td>RI.9-10.1</td> <td>RI.9-10.6</td> </tr> <tr> <td>RI.9-10.2</td> <td>RI.9-10.8</td> </tr> <tr> <td>RI.9-10.3</td> <td>RI.9-10.9</td> </tr> <tr> <td>RI.9-10.4</td> <td>RI.9-10.10</td> </tr> <tr> <td>RI.9-10.5</td> <td></td> </tr> </table> | RL.9-10.1 | RL.9-10.5 | RL.9-10.2 | RL.9-10.7 | RL.9-10.3 | RL.9-10.9 | RL.9-10.4 | RL.9-10.10 | RI.9-10.1 | RI.9-10.6 | RI.9-10.2 | RI.9-10.8 | RI.9-10.3 | RI.9-10.9 | RI.9-10.4 | RI.9-10.10 | RI.9-10.5 | |
| | RL.9-10.1 | RL.9-10.5 | | | | | | | | | | | | | | | | | | | |
| | RL.9-10.2 | RL.9-10.7 | | | | | | | | | | | | | | | | | | | |
| RL.9-10.3 | RL.9-10.9 | | | | | | | | | | | | | | | | | | | | |
| RL.9-10.4 | RL.9-10.10 | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.1 | RI.9-10.6 | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.2 | RI.9-10.8 | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.3 | RI.9-10.9 | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.4 | RI.9-10.10 | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.5 | | | | | | | | | | | | | | | | | | | | | |
| | <p>Text Use</p> | | | | | | | | | | | | | | | | | | | | |
| <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Original Cover Art from <i>Fahrenheit 451</i>, Joseph Mugnaini | <p>Theme development, significance of literary devices, and author’s style and purpose conveyed through language, tone, and rhetoric.</p> | <p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.9-10.1a-d</td> </tr> <tr> <td>SL.9-10.2a-c</td> </tr> <tr> <td>SL.9-10.3</td> </tr> <tr> <td>SL.9-10.4</td> </tr> <tr> <td>SL.9-10.5</td> </tr> <tr> <td>SL.9-10.6</td> </tr> </table> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.9-10.1a-b</td> </tr> <tr> <td>L.9-10.2a-c</td> </tr> <tr> <td>L.9-10.3a</td> </tr> <tr> <td>L.9-10.4a-d</td> </tr> <tr> <td>L.9-10.5a-b</td> </tr> <tr> <td>L.9-10.6</td> </tr> </table> | SL.9-10.1a-d | SL.9-10.2a-c | SL.9-10.3 | SL.9-10.4 | SL.9-10.5 | SL.9-10.6 | L.9-10.1a-b | L.9-10.2a-c | L.9-10.3a | L.9-10.4a-d | L.9-10.5a-b | L.9-10.6 | | | | | | | |
| SL.9-10.1a-d | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.2a-c | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.3 | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.4 | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.5 | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.6 | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.1a-b | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.2a-c | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.3a | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.4a-d | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.5a-b | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.6 | | | | | | | | | | | | | | | | | | | | | |

English I



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Guidebook 2.0 Unit 1 - *Fahrenheit 451*

| Unit Focus | Unit Assessment | Guidebook 2.0 - Daily Performance | |
|--|--|---|--|
| <p>Unit Focus:</p> <p>Topic: The influence of literature</p> <p>Themes: The value of reading and the ability of texts to influence people</p> <p>Text Use: Theme development, significance of literary devices, and author's style and purpose conveyed through language, tone, and rhetoric</p> | <p><i>Students will demonstrate understanding of the "big ideas" through various assessments:</i></p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> Determine a theme Analyze how literary elements and devices develop the theme <p>A cold read assessment:</p> <ul style="list-style-type: none"> Read and understand grade level texts Write in response to a text <p>An extension task:</p> <ul style="list-style-type: none"> Conduct research Apply stylistic writing techniques Present information | <p>Lesson 1: Analyzing vocabulary and word choice to determine the author's point of view</p> <p>Lesson 2: Analyzing how an author develops a claim and a central idea in an informational text</p> <p>Lesson 3: Evaluating point of view, reasoning, and use of textual evidence in a discussion</p> <p>Lesson 4: Analyzing imagery and point of view in an informational text</p> <p>Lesson 5: Analyzing and evaluating an author's claims in an informational text</p> <p>Lesson 6: Writing a precise claim, counterclaim, and rebuttal</p> <p>Lesson 7: Using flashback in narrative writing</p> <p>Lesson 8: Using parallel structure and adverbial phrases in writing</p> <p>Lesson 9: Generating a research question and locating and assessing sources</p> <p>Lesson 10: Analyzing word choice and irony in a literary text and how they contribute to character and theme development</p> <p>Lesson 11: Comparing settings, analyzing tension, and determining how the interaction between characters</p> <p>Lesson 12: Analyze how characters interact, symbolism, and foreshadowing in a literary text</p> <p>Lesson 13: Analyzing how characters interact to advance the plot and how allusion develops the theme in a literary text</p> <p>Lesson 14: Analyzing arguments, irony, and structure in a literary text</p> <p>Lesson 15: Analyzing figurative language and its contribution to the theme in a poem</p> <p>Lesson 16: Evaluating claims, evidence, and reasoning in a discussion</p> <p>Lesson 17: Analyzing and assessing claims in an informational text</p> <p>Lesson 18: Analyzing the development of theme</p> | <p>Lesson 19: Analyzing how figurative language and imagery develop the theme in a poem</p> <p>Lesson 20: Analyzing how interactions between characters advance the plot and develop the theme</p> <p>Lesson 21: Timed writing practice</p> <p>Lesson 22: Assessing a peer's essay with a rubric and using transitions to connect claims, evidence, and reasoning</p> <p>Lesson 23: Analyzing mood and tone and how these devices develop the theme</p> <p>Lesson 24: Practice cold-read task</p> <p>Lesson 25: Reviewing the practice cold-read task</p> <p>Lesson 26: Analyzing imagery, figurative language, and symbolism in a literary text</p> <p>Lesson 27: Analyze character interactions, irony and how they develop theme</p> <p>Lesson 28: Analyzing symbolism, structure, and character interactions in the text</p> <p>Lesson 29: Analyzing how characters interact and how themes develop in a text</p> <p>Lesson 30: Analyzing tone, point of view, and argument in an informational text</p> <p>Lesson 31: Organizing and writing claims and counterclaims for an analysis essay</p> <p>Lesson 32: Revising and editing an analysis essay</p> <p>Lesson 33: Analyzing informational text in collaborative groups</p> <p>Lesson 34: Engaging in a Socratic seminar</p> <p>Lesson 35: Cold-Read Task, Multiple choice questions</p> <p>Lesson 36: Cold-Read Task, Essay Response</p> |



Guidebook 2.0 Unit 1 - *Fahrenheit 451*

| TYPE | Unit 1: <i>Fahrenheit 451</i> ~ CONTENT | Standards Alignment | | | |
|--|---|--|-------------|-----------|--|
| <p>Culminating Writing Task</p> | <p>Student Prompt:</p> <ul style="list-style-type: none"> Determine and analyze a theme of <i>Fahrenheit 451</i>. Select the literary element (e.g., characters, setting, conflicts, etc.) or device (e.g., figurative language, symbolism, imagery, etc.) he or she thinks most strongly conveys the theme. Answer how the theme is shaped by the element or device he or she selected. Write a multi-paragraph analytical essay that examines how a specific element or device conveys a theme of <i>Fahrenheit 451</i>. Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and page numbers. | <i>(Note: Standards alignment depends on question content)</i> | | | |
| | | RL.9-10.2 | L.9-10.1a-b | | |
| | | RL.9-10.3 | L.9-10.2a,c | | |
| | | L.9-10.5a-b | L.9-10.3a | | |
| | | W.9-10.1a-e | L.9-10.6 | | |
| | | W.9-10.4 | | | |
| | | W.9-10.5 | | | |
| | | W.9-10.9a | | | |
| | | W.9-10.10 | | | |
| | | RL.9-10.1 | | | |
| <p>Cold-Read</p> | <p>Read "Reading Books Is Fundamental" by Charles M. Blow independently and answer a combination of multiple-choice and constructed-response questions about the text, using evidence for all answers. Sample questions:</p> <ol style="list-style-type: none"> Summarize the points Blow makes and the order in which those points are made. What connections does he draw between each of the points he makes? Determine a central idea of the essay. Select three pieces of evidence the author uses to support that central idea and explain how each piece of evidence develops or refines the central idea. Interpret and explain the following quote in the context of the essay: "But reading texts is not the same as reading a <i>text</i>." What is the significance of this quote to a central idea of the essay? What is a tone of the essay? How does Blow convey his point of view? Select a character or literary figure from another text we've read in this unit. Compare and contrast how Blow views reading and writing with how another character or literary figure views reading and writing. Cite textual evidence to support your response. | <i>(Note: Standards alignment depends on question content)</i> | | | |
| | | RI.9-10.1 | RI.9-10.5 | W.9-10.10 | |
| | | RI.9-10.2 | RI.9-10.4 | | |
| | | RI.9-10.3 | RI.9-10.6 | | |
| | | RI.9-10.1 | W.9.10.9b | | |
| | | RI.9.10.2 | W.9-10.10 | | |
| | | RI.9-10.5 | RI.9-10.1 | | |
| | | W.9-10.9b | RI.9-10.6 | | |
| | | W.9-10.10 | RI.9-10.9 | | |
| | | RI.9-10.1 | W.9-10b | | |
| | | | | | |



Guidebook 2.0 Unit 1 - *Fahrenheit 451*

| TYPE | Unit 1: <i>Fahrenheit 451</i> ~ CONTENT | Standards Alignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------|--|---|-----------------|--------------|-----------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-----------|--------------|-----------|----------|-------------|----------|----------|----------|----------|-----------|----------|-----------|
| <p>Extension Task</p> | <p>Engage in a group jigsaw to examine “The Country That Stopped Reading” by David Toscana, “The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains” by Leo Widrich, and “Video Games and the Future of Storytelling” by Salman Rushdie. For each text, have groups:</p> <p>Use a three-column graphic organizer to summarize each text and (1) identify each claim or point made in the order it is made; (2) describe how each claim or point is developed and refined by particular phrases, sentences, paragraphs, or sections; and (3) identify the connections made between claims.</p> <p>Reread the text and highlight or circle words and phrases that reveal the author’s attitude toward the subject of the text.</p> <p>Determine a central idea of the text and assess whether the author’s reasoning is valid and the evidence sufficiently supports the author’s claims.</p> <p>Determine and explain the author’s purpose based on the evaluation of the author’s tone, claims, and evidence.</p> <p>Present the summary, tone, central idea, and author’s purpose, citing evidence from the text to support their analysis of the text.</p> | <p><i>(Note: Standards alignment depends on question content)</i></p> <table border="1"> <tr> <td data-bbox="1633 407 1839 456">RI.9-10.1</td> <td data-bbox="1839 407 2032 456">SL.9-10.1a-b</td> </tr> <tr> <td data-bbox="1633 456 1839 505">RI.9-10.2</td> <td data-bbox="1839 456 2032 505">SL.9-10.1a, c-d</td> </tr> <tr> <td data-bbox="1633 505 1839 553">RI.9-10.3</td> <td data-bbox="1839 505 2032 553">SL.9-10.2</td> </tr> <tr> <td data-bbox="1633 553 1839 602">RI.9-10.4</td> <td data-bbox="1839 553 2032 602">SL.9-10.3</td> </tr> <tr> <td data-bbox="1633 602 1839 651">RI.9-10.5</td> <td data-bbox="1839 602 2032 651">SL.9-10.4</td> </tr> <tr> <td data-bbox="1633 651 1839 699">RI.9-10.6</td> <td data-bbox="1839 651 2032 699">SL.9-10.5</td> </tr> <tr> <td data-bbox="1633 699 1839 748">RI.9-10.8</td> <td data-bbox="1839 699 2032 748">SL.9-10.6</td> </tr> <tr> <td data-bbox="1633 748 1839 797">RL.9-10.1</td> <td data-bbox="1839 748 2032 797">L.9-10.1a-b</td> </tr> <tr> <td data-bbox="1633 797 1839 846">RL.9-10.2</td> <td data-bbox="1839 797 2032 846">L.9-10.2a, c</td> </tr> <tr> <td data-bbox="1633 846 1839 894">W.9-10.1a</td> <td data-bbox="1839 846 2032 894">L.9-10.6</td> </tr> <tr> <td data-bbox="1633 894 1839 943">W.9-10.1a-e</td> <td data-bbox="1839 894 2032 943">W.9-10.7</td> </tr> <tr> <td data-bbox="1633 943 1839 992">W.9-10.4</td> <td data-bbox="1839 943 2032 992">W.9-10.8</td> </tr> <tr> <td data-bbox="1633 992 1839 1040">W.9-10.5</td> <td data-bbox="1839 992 2032 1040">W.9-10a-b</td> </tr> <tr> <td data-bbox="1633 1040 1839 1075">W.9-10.6</td> <td data-bbox="1839 1040 2032 1075">W.9-10.10</td> </tr> </table> | RI.9-10.1 | SL.9-10.1a-b | RI.9-10.2 | SL.9-10.1a, c-d | RI.9-10.3 | SL.9-10.2 | RI.9-10.4 | SL.9-10.3 | RI.9-10.5 | SL.9-10.4 | RI.9-10.6 | SL.9-10.5 | RI.9-10.8 | SL.9-10.6 | RL.9-10.1 | L.9-10.1a-b | RL.9-10.2 | L.9-10.2a, c | W.9-10.1a | L.9-10.6 | W.9-10.1a-e | W.9-10.7 | W.9-10.4 | W.9-10.8 | W.9-10.5 | W.9-10a-b | W.9-10.6 | W.9-10.10 |
| | | RI.9-10.1 | SL.9-10.1a-b | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RI.9-10.2 | SL.9-10.1a, c-d | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RI.9-10.3 | SL.9-10.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RI.9-10.4 | SL.9-10.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RI.9-10.5 | SL.9-10.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RI.9-10.6 | SL.9-10.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RI.9-10.8 | SL.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RL.9-10.1 | L.9-10.1a-b | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RL.9-10.2 | L.9-10.2a, c | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.1a | L.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.1a-e | W.9-10.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.4 | W.9-10.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W.9-10.5 | W.9-10a-b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W.9-10.6 | W.9-10.10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Guidebook 2.0 Unit 2 – “Hope, Despair and Memory”

| Recommended Anchor Text | Recommended Related Texts | Unit Focus | Diocese of Alexandria Standards | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|-------------|-----------|-------------|-----------|-----------|-------------|-----------|------------|-----------|--|--------------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|-------------|-----------|----------|
| <p><u>“Hope, Despair and Memory,”</u> Elie Wiesel (Informational)</p> | <p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • <u>Antigone, Sophocles</u> (Drama) • <u>“The Lottery,”</u> Shirley Jackson (Short Story) • <u>“In Warsaw,”</u> Czeslaw Milosz (Poem) • <u>“Internment,”</u> Juliet S. Kono (Poem) • <u>“Antigone Today,”</u> Richard Jackson (Poem) <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • <u>Declaration of Independence,</u> Thomas Jefferson • <u>Gettysburg Address,</u> Abraham Lincoln • <u>Gettysburg Address – “The Hay Draft,”</u> Abraham Lincoln • <u>“I Have a Dream”</u> (Text and Audio/Video), Martin Luther King, Jr. • <u>“Loving Your Enemies,”</u> from <i>Strength to Love</i>, Martin Luther King, Jr. | <ul style="list-style-type: none"> • This unit teaches students about the importance of hope and remembrance during times of tragedy. • Students explore the different ways characters and historical figures have embraced humanity and created civility as a response to injustice. • Through the analysis of diction, tone, rhetoric, and the author’s purpose, students will evaluate how effectively the literary and informational texts of the unit deliver their message. | <p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>RL.9-10.1</td> <td>RL.9-10.5</td> </tr> <tr> <td>RL.9-10.2</td> <td>RL.9-10.6</td> </tr> <tr> <td>RL.9-10.3</td> <td>RL.9-10.7</td> </tr> <tr> <td>RL.9-10.4</td> <td>RL.9-10.10</td> </tr> </table> <p style="text-align: center;">Informational Texts</p> <table border="0"> <tr> <td>RI.9-10.1</td> <td></td> </tr> <tr> <td>RI.9-10.2</td> <td>RI.9-10.6</td> </tr> <tr> <td>RI.9-10.3</td> <td>RI.9-10.7</td> </tr> <tr> <td>RI.9-10.4</td> <td>RI.9-10.8</td> </tr> <tr> <td>RI.9-10.5</td> <td>RI.9-10.9</td> </tr> <tr> <td></td> <td>RI.9-10.10</td> </tr> </table> | RL.9-10.1 | RL.9-10.5 | RL.9-10.2 | RL.9-10.6 | RL.9-10.3 | RL.9-10.7 | RL.9-10.4 | RL.9-10.10 | RI.9-10.1 | | RI.9-10.2 | RI.9-10.6 | RI.9-10.3 | RI.9-10.7 | RI.9-10.4 | RI.9-10.8 | RI.9-10.5 | RI.9-10.9 | | RI.9-10.10 | | |
| | RL.9-10.1 | RL.9-10.5 | | | | | | | | | | | | | | | | | | | | | | | |
| RL.9-10.2 | RL.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| RL.9-10.3 | RL.9-10.7 | | | | | | | | | | | | | | | | | | | | | | | | |
| RL.9-10.4 | RL.9-10.10 | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.2 | RI.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.3 | RI.9-10.7 | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.4 | RI.9-10.8 | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.9-10.5 | RI.9-10.9 | | | | | | | | | | | | | | | | | | | | | | | | |
| | RI.9-10.10 | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <p style="text-align: center;">Text Use</p> <p>Evaluate the effectiveness of an author’s message through analysis of diction, tone, rhetoric, and the author’s purpose.</p> | <p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.9-10.1a-c</td> <td>W.9-10.7</td> </tr> <tr> <td>W.9-10.2a-f</td> <td>W.9-10.8</td> </tr> <tr> <td>W.9-10.4</td> <td>W.9-10.9a-b</td> </tr> <tr> <td>W.9-10.5</td> <td>W.9-10.10</td> </tr> <tr> <td>W.9-10.6</td> <td></td> </tr> </table> <p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.9-10.1a-d</td> <td>SL.9-10.4</td> </tr> <tr> <td>SL.9-10.2</td> <td>SL.9-10.5</td> </tr> <tr> <td>SL.9-10.3</td> <td>SL.9-10.6</td> </tr> </table> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.9-10.1a-b</td> <td>L.9-10.4a-d</td> </tr> <tr> <td>L.9-10.2a-c</td> <td>L.9-10.5a-b</td> </tr> <tr> <td>L.9-10.3a</td> <td>L.9-10.6</td> </tr> </table> | W.9-10.1a-c | W.9-10.7 | W.9-10.2a-f | W.9-10.8 | W.9-10.4 | W.9-10.9a-b | W.9-10.5 | W.9-10.10 | W.9-10.6 | | SL.9-10.1a-d | SL.9-10.4 | SL.9-10.2 | SL.9-10.5 | SL.9-10.3 | SL.9-10.6 | L.9-10.1a-b | L.9-10.4a-d | L.9-10.2a-c | L.9-10.5a-b | L.9-10.3a | L.9-10.6 |
| W.9-10.1a-c | W.9-10.7 | | | | | | | | | | | | | | | | | | | | | | | | |
| W.9-10.2a-f | W.9-10.8 | | | | | | | | | | | | | | | | | | | | | | | | |
| W.9-10.4 | W.9-10.9a-b | | | | | | | | | | | | | | | | | | | | | | | | |
| W.9-10.5 | W.9-10.10 | | | | | | | | | | | | | | | | | | | | | | | | |
| W.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.1a-d | SL.9-10.4 | | | | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.2 | SL.9-10.5 | | | | | | | | | | | | | | | | | | | | | | | | |
| SL.9-10.3 | SL.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.1a-b | L.9-10.4a-d | | | | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.2a-c | L.9-10.5a-b | | | | | | | | | | | | | | | | | | | | | | | | |
| L.9-10.3a | L.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | |



Guidebook 2.0 Unit 2 – “Hope, Despair and Memory”

| Unit Focus | Unit Assessment | Guidebook 2.0 – Daily Performance. | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Topic: Hope and remembrance during times of tragedy • Theme: The different ways characters and historical figures embrace humanity and creates civility as a response to injustice • Text Use: Evaluate the effectiveness of an author’s message through analysis of diction, tone, rhetoric, and the author’s purpose. | <p>A culminating writing task:</p> <ul style="list-style-type: none"> • Analyze the development of an author’s central idea and purpose • Write in response to informational texts <p>A cold read assessment:</p> <ul style="list-style-type: none"> • Read and understand poetry • Write in response to texts • Compare different texts’ approaches to similar ideas <p>An extension task:</p> <ul style="list-style-type: none"> • Conduct topical research • Write and present information learned through research | <p>Lesson 1: The Declaration of Independence-sections 1 and 2</p> <p>Lesson 2: The Declaration of Independence-Jefferson’s main idea</p> <p>Lesson 3: The Declaration of Independence-objective summary</p> <p>Lesson 4: Hope, Despair, and Memory—analyzing words and phrases</p> <p>Lesson 5: Hope, Despair, and Memory—analyzing claims and syntax</p> <p>Lesson 6: Hope, Despair, and Memory-syntactical analysis</p> <p>Lesson 7: Diction and connotation in The Lottery</p> <p>Lesson 8: The Lottery-tradition and society</p> <p>Lesson 9: The Lottery Timed Writing</p> <p>Lesson 10: Analyze representation of “The Lottery” in film</p> <p>Lesson 11: Paradoxes in “Hope, Despair, and Memory”</p> <p>Lesson 12: Understanding plot and characterization in the background information and excerpt 1 of Antigone</p> <p>Lesson 13: Understanding plot and characterization in Excerpt 2 of Antigone</p> <p>Lesson 14: Understanding plot and characterization in lines 424-533 from Antigone</p> <p>Lesson 15: Understanding plot and characterization in lines 534-601 of Antigone</p> <p>Lesson 16: Nuances in word meaning in Antigone</p> <p>Lesson 17: Antigone Discussion</p> <p>Lesson 18: “Hope, Despair, and Memory” Rhetorical</p> | <p>Lesson 19: Analyzing author’s development of central idea</p> <p>Lesson 20: Editing and Revising an Essay</p> <p>Lesson 21: “I Have a Dream” Guided Reading</p> <p>Lesson 22: “I Have a Dream” Guided Reading (2)</p> <p>Lesson 23: Using Discussion to Determine Meaning</p> <p>Lesson 24: Timed Write</p> <p>Lesson 25: Cold Read Task, Multiple Choice</p> <p>Lesson 26: Cold Read, Task Extended Response</p> <p>Lesson 27: Begin the writing process</p> <p>Lesson 28: Write the first draft</p> <p>Lesson 29: Revise the first draft</p> <p>Lesson 30: Complete the first draft</p> <p>Lesson 31: Create a research topic and questions</p> <p>Lesson 32: Continue independent research</p> <p>Lesson 33: Completing the research process</p> <p>Lesson 34: Develop a thesis and write the first draft</p> <p>Lesson 35: Revise the first draft</p> <p>Lesson 36: Complete the final draft</p> <p>Lesson 37: Creating a rubric and crafting a multimedia Presentation</p> <p>Lesson 38: Extension task-multi-media presentation</p> |



Guidebook 2.0 Unit 2 – “Hope, Despair and Memory”

| TYPE | Unit 2: “Hope, Despair and Memory” ~ CONTENT | Standards Alignment |
|---|---|---|
| <p>Culminating Writing Task</p> | <p>The student will</p> <ul style="list-style-type: none"> Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” How does this quotation support a central idea and reveal Wiesel’s purpose in the speech? Write an essay that interprets the quotation and determines a central idea of the speech. Then analyze how each section of the speech introduces and develops this idea, makes connections between the ideas, and reveals Wiesel’s purpose. <p>In your essay, make sure to:</p> <ul style="list-style-type: none"> Interpret the meaning of the quotation and identify a central idea of the speech. Explain how Wiesel supports and develops the central idea, including the connections he makes between various points. Determine Wiesel’s tone and explain how his word choice develops the specific tone. Identify Wiesel’s purpose based on the central idea and explain how he reveals that purpose through imagery, allusion, and word choice. | <p><i>(Note: Standards alignment depends on question content)</i></p> |
| | <p>RI.9-10.1</p> | |
| | <p>RI.9-10.2</p> | |
| | <p>RI.9-10.3</p> | |
| | <p>RI.9-10.4</p> | |
| | <p>RI.9-10.5</p> | |
| | <p>RI.9-10.6</p> | |
| | <p>W.9-10.1a-e</p> | |
| | <p>W.9-10.9b</p> | |
| | <p>W.9-10.10</p> | |
| <p>Teacher Note:</p> <ul style="list-style-type: none"> To strengthen their writing, students generate multiple drafts of their essays, responding to feedback from the teacher and peers to produce clear and coherent claims, evidence, and commentary that are appropriate to the task, purpose, and audience (W.9-10.4, W.9-10.5). Require students to use parallel structure (L.9-10.1a) and include various types of phrases and clauses (L.9-10.1b) in their writing. If time allows, have students produce their final drafts using technology (typing essays in MLA format and uploading their essays to a class blog). (W.9-10.6, L.9-10.3a). | | |



Guidebook 2.0 Unit 2 – “Hope, Despair and Memory”

| TYPE | Unit 2: “Hope, Despair and Memory” ~ CONTENT | Standards Alignment | |
|------------------------------|---|---------------------|-------------|
| <p>Cold-Read Task</p> | <p>Read “Internment” by Juliet S. Kono, “Antigone Today” by Richard Jackson, and “Loving Your Enemies,” from <i>Strength to Love</i> by Martin Luther King, Jr., independently, and then answer a combination of multiple-choice and constructed-response questions about the texts, using evidence for all answers. Sample questions:</p> <ul style="list-style-type: none"> • Reread the second stanza of “Internment.” Examine the connotations of <i>impaled</i> in line 22. How does Kono use this word to convey a specific tone? • What contrast does Kono establish between the speaker’s feelings and her physical situation? What words or phrases best establish this contrast? • What is a theme of “Internment”? How is this theme developed? • In “Antigone Today,” the speaker describes a position she is taking against a particular idea. What is he speaker standing against? • Identify a central idea that is communicated through “Antigone Today.” Explain how that idea is developed through the words, images, and tone of the poem. • Explain the meaning of <i>forgiveness</i> and <i>love</i> as defined in “Loving Your Enemies.” How does King draw on those definitions and make connections between them to develop a central idea of the chapter? • In “Loving Your Enemies,” King says, “We must recognize that the evil deed of the enemy-neighbor, the thing that hurts, never quite expresses all that he is.... We recognize that his hate grows out of fear, pride, ignorance, prejudice and misunderstanding...” Paraphrase this quotation. How does this quotation relate to the main ideas of “Hope, Despair, and Memory”? • How do these three texts reflect the central ideas of “Hope, Despair and Memory”? In a multi-paragraph essay, describe how each text relates to the ideas of Wiesel’s speech. | RL.9-10.1 | RI.9-10.9 |
| | | RL.9-10.2 | L.9-10.5a-b |
| | | RL.9-10.3 | L.9-10.5b |
| | | RL.9-10.4 | L.9-10.6 |
| | | RI.9-10.1 | W.9-10.1a-e |
| | | RI.9-10.2 | W.9-10.4 |
| | | RI.9-10.3 | W.9-10.9a |
| | | RI.9-10.4 | W.9-10.9a-b |
| | | RI.9-10.5 | W.9-10.10 |
| | | | |
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Guidebook 2.0 Unit 2 – “Hope, Despair and Memory”

| TYPE | Unit 2: “Hope, Despair and Memory” ~ CONTENT | Standards Alignment |
|------------------------------|--|---|
| <p>Extension Task</p> | <p>Select one of the time periods represented by the texts in this unit (American Revolution, Civil War, Holocaust, or Civil Rights Movement) and conduct independent research on how that particular time period’s events have been memorialized in our society.</p> <ul style="list-style-type: none"> Consider how our society remembers events and attempts to prevent future tragedies through developing awareness in the form of monuments, museums, holidays, artwork, literature, etc. <p>To complete this assignment, have students:</p> <ul style="list-style-type: none"> Select a time period and develop a series of questions for research. For example: What monuments, holidays, museums, works of literature, or works of art, etc. commemorate this event/time period? Who commissioned and/or created the memorial? What purpose does the memorial serve? What is the significance of the memorial? Conduct independent research, gathering relevant information from multiple sources, narrowing or broadening the inquiry when appropriate. Develop a thesis⁵ based on the research, e.g., “The Holocaust is an often memorialized event in history. Within the United States, the Holocaust Memorial Museum in Washington, D.C., is a powerful reminder of why we should never forget tragedies of human history.” Or “The Civil War is memorialized several ways in our society through battlefield sites and recreation areas, the Lincoln Memorial in Washington, D.C., and the Memorial Day holiday.” Write and publish a research-based essay, incorporating evidence and quotations from multiple texts and avoiding plagiarism. Select one way the selected time period is memorialized and create a multimedia presentation to deliver to the class that describes the memorial and its purpose, and explains why the student selected that memorial to present. Finally, during each speech, have students take notes, integrating information and developing an understanding of the presented issues. Have them use a class-generated rubric to evaluate each speaker’s content and presentation style. | <p><i>(Note: Standards alignment depends on question content)</i></p> |
| | | W.9-10.2a |
| | | W.9-10.2a-f |
| | | W.9-10.4 |
| | | W.9-10.5 |
| | | W.9-10.6 |
| | | W.9-10.7 |
| | | W.9-10.8 |
| | | W.9-10.9a-b |
| | | W.9-10.10 |
| | | SL.9-10.2 |
| | | SL.9-10.4 |
| | | SL.9-10.5 |
| | | SL.9-10.6 |
| L.9-10.1a-b | | |
| L.9-10.2a-c | | |
| | | |
| | | |
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Guidebook 2.0 Unit 3 - *Romeo and Juliet*

| Unit Focus | Unit Assessment | Guidebook 2.0 - Daily Performance | |
|--|---|---|--|
| <p>Topic: Conflict, choice, and Consequences</p> <p>Themes: How patterns and contrasts reveal meaning, the tragedy of anger and rage, the power and dangers of young love</p> <p>Text Use: Analysis of author's language and motifs, development of complex characters and external and internal conflicts and themes</p> | <p>A culminating writing task:</p> <ul style="list-style-type: none"> requires students to analyze how patterns of language create a motif that reveals the central idea/theme of the text requires students to write a literary analysis of a text <p>A cold read assessment:</p> <ul style="list-style-type: none"> requires students to read and understand connections between complex texts requires students to write an explanatory essay that includes textual citation <p>An extension task:</p> <ul style="list-style-type: none"> requires students to conduct research on a given topic requires students to develop an argumentative essay that incorporates research | <p>Lesson 1: Close reading, the Prologue Lesson 2: Analyzing syntax and tone Lesson 3: Class discussion- theme Lesson 4: Act I characters and motivations, part 1 Lesson 5: Act I in two artistic mediums Lesson 6: Act I characters and motivations, part 2 Lesson 7: Patterns and contrasts Lesson 8: "The Teen Brain" Lesson 9: "The Teen Brain" discussion Lesson 10: Act II characters and motivations, part 1 Lesson 11: Act II in two artistic mediums Lesson 12: Close reading of a soliloquy Lesson 13: The friar's soliloquy timed write Lesson 14: Act II characters and motivations, part 2 Lesson 15: Patterns and contrasts Lesson 16: The teen brain Lesson 17: Act III character and motivations, part 1 Lesson 18: Where's Romeo? part 1 Lesson 19: Where's Romeo? part 2 Lesson 20: Act III characters and motivations, part 2 Lesson 21: Acts I-III timeline</p> | <p>Lesson 22: Paired poetry: William Blake's "The Poison Tree" Lesson 23: Socratic seminar with "A Poison Tree" Lesson 24: Act IV characters and motivations, part 1 Lesson 25: Act IV in two artistic mediums Lesson 26: Close reading of a soliloquy Lesson 27: Practice cold-read task, part 1 Lesson 28: Practice cold-read task, part 2 Lesson 29: Act V characters and motivations Lesson 30: Act V: The reconciliation of the Montagues and Capulets Lesson 31: Patterns and contrasts Lesson 32: The culminating writing task, part I Lesson 33: The culminating writing task, part II Lesson 34: "Teenage Brains" Lesson 35: "Understanding the Mysterious Teenage Brain" part 1 Lesson 36: "Understanding the Mysterious Teenage Brain" part 2 Lesson 37: The extension task, part 1 Lesson 38: The extension task, part 2 Lesson 39: The extension task, part 3 Lesson 40: The extension task- introduction and conclusions workshop Lesson 41: Cold-read task, multiple choice questions Lesson 42: The cold-read task, essay question</p> |



Guidebook 2.0 Unit 3 - *Romeo and Juliet*

| TYPE | Unit 3: <i>Romeo and Juliet</i> ~ CONTENT | Standards Alignment |
|--|---|--|
| <p style="text-align: center;">Culminating Writing Task</p> | <p>Student Prompt: How do patterns of language reveal central ideas in a text?</p> <ul style="list-style-type: none"> • Select a motif that you have traced throughout your reading of <i>Romeo and Juliet</i>. • Write an essay that analyzes how the patterns of language (diction, imagery, and figurative language) create a motif that reveals a central idea of the play. • Use strong and thorough textual evidence to develop your claims and follow the conventions of standard English. | <p>(<i>Note: Standards alignment depends on question content</i>) See teacher note</p> |
| | <p>Teacher Note:</p> <ul style="list-style-type: none"> • Students should formulate a thesis statement that clearly connects the identified motif to a theme or central idea of the play (e.g., The motif of light and dark in the play emphasizes how the secrecy of forbidden love has dire consequences). (<u>RL.9-10.2, RL.9-10.3, RL.9-10.4</u>) • The thesis statement should be supported by precise claims and provide clear reasons and evidence to support the claims. (<u>W.9-10.1a</u>) • Students should be required to cite evidence from each act in order to fully develop their analyses. (<u>RL.9-10.1, W.9-10.1b, W.9-10.9a</u>) • To strengthen their writing, students generate multiple drafts of their essays, responding to feedback from the teacher and peers to produce clear and coherent claims, evidence, and commentary that are appropriate to the task, purpose, and audience. (<u>W.9-10.1c-e, W.9-10.4, W.9-10.5, W.9-10.10</u>) • Students can be required to use parallel structure (<u>L.9-10.1a</u>) and include various types of phrases and clauses (<u>L.9-10.1b</u>) studied in the unit for assessment of developing language use skills. • If time allows, students produce their final drafts using technology (typing essays in MLA format and uploading their essays to a class blog). (<u>W.9-10.6, L.9-10.3a</u>) | |



Guidebook 2.0 Unit 3 - *Romeo and Juliet*

| TYPE | Unit 3: <i>Romeo and Juliet</i> ~ CONTENT | Standards Alignment | |
|------------------------------|--|--|----------------|
| <p>Cold-Read Task</p> | <p>Read "The Story of Pyramus and Thisbe" from <i>Metamorphoses</i> by Ovid independently, and then answer a combination of multiple-choice and constructed- response questions about the text, using evidence for all answers. Sample questions:</p> <ol style="list-style-type: none"> Write a brief objective summary of "The Story of Pyramus and Thisbe." From the following list of possible themes, select two themes that are best conveyed by the text. For both themes selected, generate a list of textual evidence (e.g., direct quotations and paraphrases) that reveals the development of the themes in the text. <ul style="list-style-type: none"> Love causes people to take unnecessary risks. Young love is more passionate and powerful than any other form of love. We cannot foresee the consequences of our choices. Parents generally do not understand their children. Our hopes and desires can blind us to potential downfall. Finally, consider <i>Romeo and Juliet</i> and use your dialectical journal/reading log/annotated text to help you respond to the following prompt: William Shakespeare took inspiration and material for his play <i>Romeo and Juliet</i> from "The Story of Pyramus and Thisbe" and Arthur Brooke's "The Tragical History of Romeus and Juliet." Consider your reading of both the play and "The Story of Pyramus and Thisbe," and write an explanation of how Shakespeare used and altered a theme from "The Story of Pyramus and Thisbe" for his play. Cite evidence from both the play and the story to support your explanation. | <p>(Note: Standards alignment depends on question content)</p> | |
| | | RL.9-10.1 | W.9-10.1a, c-e |
| | | RL.9-10.2 | W.9-10.4 |
| | | RL.9-10.3 | W.9-10.9a |
| | | RL.9-10.9 | L.9-10.1a-b |
| | | W.9-10.10 | L.9-10.2a-c |
| | | | |
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Guidebook 2.0 Unit 3 - *Romeo and Juliet*

| TYPE | Unit 3: <i>Romeo and Juliet</i> ~ CONTENT | Standards Alignment | |
|------------------------------|--|---|--------------|
| <p>Extension Task</p> | <p>Student Prompt: Ask students to consider how lack of impulse control motivated Romeo and Juliet’s behavior in <i>Romeo and Juliet</i>.</p> <p>To support further understanding of the topic, have students read “Teenage Brains” by David Dobbs and “Understanding the Mysterious Teenage Brain” from <i>Talk of the Nation</i>. Then conduct independent research to locate one additional text on the given topic.</p> <ul style="list-style-type: none"> In a multi-paragraph essay, have students identify the possible causes of Romeo and Juliet’s behavior, explaining how different actions and decisions could have prevented the end results. Cite and compare specific actions from the play and compare them with your research to scientifically explain the behavior. Conclude the essay by assessing the importance of teaching responsible risk-taking to adolescents in order to avoid tragic consequences like those in <i>Romeo and Juliet</i>. Incorporate grade-appropriate words and phrases and demonstrate proper punctuation and spelling. | <p><i>(Note: Standards alignment depends on question content)</i></p> | |
| | | RI.9-10.1 | L.9-10.1a-b |
| | | W.9-10.1a,e | L.9-10.2a-c |
| | | W.9-10.2a | L.9-10.3a |
| | | W.9-10.2a-f | L.9-10.6 |
| | | W.9-10.2b | SL.9-10.1a-d |
| | | W.9-10.4 | SL.9-10.4 |
| | | W.9-10.5 | |
| | | W.9-10.6 | |
| | | W.9-10.7 | |
| | | W.9-10.8 | |
| W.9-10.9a-b | | | |

Guidebook 2.0 Unit 4 – *The Odyssey*

| Recommended Anchor Text | Recommended Related Texts | Unit Focus | Diocese of Alexandria Standards |
|---|---|--|---|
| <p>Excerpts from <i>The Odyssey</i>, Homer (Literary)</p> | <p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “Half a Day,” Naguib Mahfouz • “A Worn Path,” Eudora Welty • Excerpts from <i>Mythology</i>, Edith Hamilton • “Ithaka,” Constantine Cavafy (Poem) • “An Ancient Gesture,” Edna St. Vincent Millay (Poem) • “Siren Song,” Margaret Atwood (Poem) • “Ulysses,” Alfred, Lord Tennyson (Poem) • Excerpt from Book Six of The Iliad, Homer (Epic Poem) <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • Excerpt from <i>No-Man’s Lands: One Man’s Odyssey Through The Odyssey</i>, Scott Huler • “The Truth About Being a Hero,” Karl Marlantes • “Back from War, but Not Really Home,” Caroline Alexander | <ul style="list-style-type: none"> • This unit builds on student knowledge of the quest. • Students come to understand how great literature reflects life, and how in any journey (be it physical or metaphysical) patience is important for gaining wisdom and experience along the way. • Students explore common ideas and symbolism across texts, such as how people give value to their lives through achievement and failure and the costs of giving in to impulse, impiety, temptation, and recklessness. • Students also explore the influence that <i>The Odyssey</i> has on modern life. | <p>Reading</p> <p>Literary Texts:</p> <p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5</p> <p>Informational Texts</p> <p>RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.6 RI.9-10.10</p> <hr/> <p>Writing</p> <p>W.9-10.1a-e W.9-10.2a-f W.9-10.3a-e W.9-10.4</p> <p>W.9-10.5 W.9-10.6 W.9-10.9a W.9-10.10</p> |
| | <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • <i>Ulysses and the Sirens</i>, John William Waterhouse | <p>Text Use</p> <p>Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives</p> | <hr/> <p>Speaking & Listening</p> <p>SL.9-10.1a-d SL.9-10.3 SL.9-10.4 SL.9-10.6</p> <hr/> <p>Language</p> <p>L.9-10.1a-b L.9-10.2a-c L.9-10.3a</p> <p>L9-10.4a-d L.9-10.5a-b L.9-10.6</p> |



Guidebook 2.0 Unit 4 – *The Odyssey*

| Unit Focus | Unit Assessment | Guidebook 2.0 – Daily Performance | |
|--|---|--|---|
| <ul style="list-style-type: none"> Topic: Physical and mental journeys Themes: The role of symbolism in how people give value to their lives Text Use: Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives | <p>A culminating writing task:</p> <ul style="list-style-type: none"> Examine the symbolic meaning of texts Analyze character and theme development Write an argumentative essay <p>A cold read assessment:</p> <ul style="list-style-type: none"> Read and understand complex texts Understand academic vocabulary Write in response to text <p>An extension task:</p> <ul style="list-style-type: none"> Read and understand complex texts Understand academic vocabulary Write in response to text | <p>Lesson 1: Allegory, Part I Lesson 2: Allegory, Part II Lesson 3: Allegory, Part III Lesson 4: Socratic Seminar Lesson 5: Connecting device to meaning Lesson 6: Connecting device to meaning in The Odyssey Lesson 7: Characters’ responses to conflict, Part I Lesson 8: Characters’ responses to conflict, Part II Lesson 9: Socratic Seminar Lesson 10: Telemachus’s responses to conflict, Book Two Lesson 11: Odysseus’s responses to conflict, Book Five Lesson 12: Odysseus’s responses to conflict, Book Six Lesson 13: Odysseus’s responses to conflict, Book Eight Lesson 14: Determining central ideas and claims in an informational text Lesson 15: Modern poetry: Transforming a classic text Lesson 16: Timed extended written response Lesson 17: Text Structure, Book Nine Lesson 18: Style, Book Nine Lesson 19: Odysseus’s Response to Conflict, Book Nine Lesson 20: Odysseus’s Responses to Conflict, Book Ten Lesson 21: Analyzing Phrases for Specific Meaning and Added Variety and Interest Lesson 22: Analyzing Complex Characters and How Their Interactions Advance the Plot and Develop the Theme Lesson 23: Odysseus’s Response to Conflict, Book Twelve Lesson 24: Analyzing Contrasting Points of View, Part I Lesson 25: Analyzing Contrasting Points of View, Part II Lesson 26: Contrasting Points of View, Part III Extended Written Response Lesson 27: Odysseus’s Response to Conflict, Book Thirteen Lesson 28: Epic Similes and Their Role in the Text, Book Sixteen</p> | <p>Lesson 29: Socratic Seminar Lesson 30: Odysseus’s Response to Conflict, Books 20-21 Lesson 31: Odysseus’s Responses to Conflict, Books 22-23 Lesson 32: Culminating Writing Task, Introduction, Thesis statement, and Topic Sentence Lesson 33: Culminating Writing Task, Body Paragraphs, Part I Lesson 34: Culminating Writing Task, Body Paragraphs, Part II Lesson 35: Culminating Writing Task, Conclusion Paragraph and Revision Lesson 36: Determining Central Ideas and Claims in Informational Text Lesson 37: Socratic Seminar Lesson 38: Extension Task Lesson 39: Extension Task Revision Lesson 40: Cold Read Task, Multiple Choice Questions Lesson 41: Cold Read Task, Essay Question</p> |



Guidebook 2.0 Unit 4 – *The Odyssey*

| TYPE | Unit 4: <i>The Odyssey</i> ~ CONTENT | Standards Alignment | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-------------|-----------|-----------|-----------|-----------|-------------|-------------|-----------|----------|-------------|----------|----------|----------|--|-----------|--|-----------|--|--|--|--|--|--|--|--|--|
| <p>Culminating Writing Task</p> | <p>Student Prompt:</p> <p>Reread the last three stanzas from “Ithaka” by Constantine Cavafy:</p> <p>Keep Ithaka always in your mind. Arriving there is what you are destined for. But do not hurry the journey at all. Better if it last for years, so you are old by the time you reach the island, wealthy with all you have gained on the way, not expecting Ithaka to make you rich.</p> <p>Ithaka gave you the marvelous journey. Without her you would not have set out. She has nothing left to give you now.</p> <p>And if you find her poor, Ithaka won’t have fooled you. Wise as you will have become, so full of experience, you will have understood by then what these Ithakas mean.</p> <p>What does it mean to “come home”? Consider Odysseus’s journey home to Ithaca and the symbolism of “home.” While he returned home in the literal sense, did he return to the same place as he left? Write an argumentative essay in which you determine which is more important to the development of Odysseus’ character and a theme of the epic— the journey or the goal? Be sure to cite textual evidence and use grade-appropriate words and standard English grammar.</p> | <p><i>(Note: Standards alignment depends on question content)</i></p> <table border="1"> <tr> <td>RL.9-10.1</td> <td>L.9-10.1a</td> </tr> <tr> <td>RL.9-10.2</td> <td>L.9-10.1b</td> </tr> <tr> <td>RL.9-10.3</td> <td>L.9-10.2a-c</td> </tr> <tr> <td>W.9-10.1a-e</td> <td>L.9-10.3a</td> </tr> <tr> <td>W.9-10.4</td> <td>L.9-10.5a-b</td> </tr> <tr> <td>W.9-10.5</td> <td>L.9-10.6</td> </tr> <tr> <td>W.9-10.6</td> <td></td> </tr> <tr> <td>W.9-10.9a</td> <td></td> </tr> <tr> <td>W.9-10.10</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> | RL.9-10.1 | L.9-10.1a | RL.9-10.2 | L.9-10.1b | RL.9-10.3 | L.9-10.2a-c | W.9-10.1a-e | L.9-10.3a | W.9-10.4 | L.9-10.5a-b | W.9-10.5 | L.9-10.6 | W.9-10.6 | | W.9-10.9a | | W.9-10.10 | | | | | | | | | |
| | | RL.9-10.1 | L.9-10.1a | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RL.9-10.2 | L.9-10.1b | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | RL.9-10.3 | L.9-10.2a-c | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.1a-e | L.9-10.3a | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.4 | L.9-10.5a-b | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.5 | L.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.9a | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | W.9-10.10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Guidebook 2.0 Unit 4 – *The Odyssey*

| TYPE | Unit 4: <i>The Odyssey</i> ~ CONTENT | Standards Alignment | |
|--|--|---|-------------|
| <p style="text-align: center;">Cold-Read Assessment</p> | <p>Independently read lines 369-529 of Book Six of <i>The Iliad</i> by Homer, in which Hector says goodbye to Andromache, and then answer a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. Sample questions:</p> <ol style="list-style-type: none"> 1. According to the excerpt, Andromache is described as <i>peerless</i> and Hector indicates that he has “striven ever to excel always in the <i>vanguard</i> of the battle.” Based on these descriptions, what can be said about the two characters’ position in society? 2. What are Hector’s internal motivations and conflicts? What specific lines most reveal these? 3. Hector says, “None will send me to Hades before my time: though no man, noble or humble, once born can escape his fate.” 4. What does this reveal about Hector’s attitude toward leaving Andromache to join the Trojan War? 5. Select at least two themes from the following list that are developed in this excerpt: <ol style="list-style-type: none"> a. Loyalty to family often conflicts with commitments to friends or oneself. b. Belief in fate drives people to make radical choices. c. Love requires us to make difficult choices between honor and pride in oneself. d. Men are better suited than women for war. e. Fathers and their sons should not be separated. f. Romantic love can blind men to their true commitments. 6. In a multi-paragraph response, explain how Hector’s multiple, conflicting motivations in this scene develop a theme. Cite evidence from the excerpt to support your response. 7. Compare and contrast the motivations of Hector and Odysseus. Consider how each character is driven to act based on familial obligations, pride, and the desire to build character through trials or battle. What is the significance of the similarities and differences? What do they convey about what Homer might be communicating about the human experience? | <p><i>(Note: Standards alignment depends on question content)</i></p> | |
| | | RL.9-10.1 | W.9-10.1a-e |
| | | RL.9-10.2 | W.9-10.9a |
| | | RL.9-10.3 | W.9-10.10 |
| | | RL.9-10.4 | |
| | | RL.9-10.10 | |
| | | L.9-10.4a | |
| | | L.9-10.6 | |
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Guidebook 2.0 Unit 4 – *The Odyssey*

| TYPE | Unit 4: <i>The Odyssey</i> ~ CONTENT | Standards Alignment | |
|-----------------------|--|--|-------------|
| Extension Task | <p>As preparation for a Socratic seminar, have students independently read three texts: an excerpt from <i>No-Man’s Lands: One Man’s Odyssey, Through The Odyssey</i> by Scott Huler, “The Truth About Being a Hero” by Karl Marlantes, and “Back from War, but Not Really Home” by Caroline Alexander. (RI.9-10.10)</p> <p>While students read the texts, have them complete the following:</p> <ul style="list-style-type: none"> • Use a three-column graphic organizer to summarize each text: (column 1) Identify each claim or point made in the order it is made, (column 2) describe how each claim or point is developed and refined by particular phrases, sentences, paragraphs, or sections, and (column 3) identify the connections made between claims. • Reread the text and highlight or circle words and phrases that reveal the author’s attitude toward the subject of the text. • Determine a central idea of the text. • Determine and explain the author’s purpose based on the evaluation of the author’s tone, claims, and evidence. <p>Conduct a Socratic seminar based on the following question: What about the human experience is revealed through the various depictions of the quest motif of the unit texts?</p> <p>Have students write a multi-paragraph personal narrative essay modeled after the experiences and structure of a selected character or story from the unit: Tell the story of your own personal quest or a challenge you faced and how, like Odysseus with the Sirens, Penelope with the suitors, or Phoenix with the woods, you grew from the challenge to reach a desired goal. Develop a theme through the narrative that reflects the value you place on the journey or the goal.</p> <p>Have students generate multiple drafts of their essays, responding to feedback from the teacher and peers to improve language use and sentence structure, narrative techniques, or theme development.</p> | <i>(Note: Standards alignment depends on question content)</i> | |
| | | RI.9-10.1 | W.9-10.3a-e |
| | | RI.9-10.2 | W.9-10.4 |
| | | RI.9-10.3 | W.9-10.5 |
| | | RI.9-10.4 | W.9-10.6 |
| | | RI.9-10.5 | W.9-10.10 |
| | | RI.9-10.6 | L.9-10.1a-b |
| | | RI.9-10.10 | L.9-10.2a-c |
| | | RL.9-10.1 | L.9-10.6 |
| | | RL.9-10.2 | |
| | | SL.9-10.1a-d | |
| | | SL.9-10.4 | |
| | | SL.9-10.6 | |