



**NORWALK PUBLIC SCHOOLS, ENGLISH LANGUAGE ARTS DEPARTMENT**  
**RIGOROUS CURRICULUM DESIGN UNIT PLANNING ORGANIZER**

<b>SUBJECT(S):</b>	Transition English
<b>GRADE/COURSE:</b>	Grade 9/English I
<b>UNIT OF STUDY:</b>	Unit 3: <b>What constitutes a hero?</b> (Fiction and Nonfiction)
<b>UNIT TYPE(S):</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input checked="" type="checkbox"/> Thematic Skills: Reading Focus—Compare and Contrast, Historical and Cultural Context Theme: Heroes
<b>PACING:</b>	Quarter 3 Aligns with <i>Edge</i> ESL Unit 3

**OVERARCHING STANDARDS (OS)**

<p><b>Reading Standards for Literature</b>  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.</p> <p><b>Reading Standards for Informational Text</b>  RL.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.</p> <p><b>Writing Standards</b>  W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p>
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SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their [students'] own clearly and persuasively.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Language Standards**

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **PRIORITY AND SUPPORTING CCS**

### Priority Standards

**RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

**RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

**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.**

**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.**

### Supporting Standards

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).

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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.

W.9-10.1.c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

<b>PRIORITY CCS</b>		
<b>CONCEPTS</b> (What students need to know)	<b>SKILLS</b> (What students need to be able to do)	<b>DOK LEVEL</b>
<b>RL.9-10.3</b> <b>Complex Characters</b> <ul style="list-style-type: none"> <li>• Development of Complex Characters</li> <li>• Interactions of Complex Characters</li> <li>• Plot Advancement by Complex Characters</li> <li>• Theme Development by Complex Characters</li> </ul>	<b>ANALYZE</b>	<b>3</b>
<b>RL.9-10.6</b> <b>World Literature</b> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Cultural Experience</li> </ul>	<b>ANALYZE</b>	<b>3</b>
<b>RI.9-10.3</b> <b>Series of ideas or events</b> <ul style="list-style-type: none"> <li>• Order</li> <li>• Introduction</li> <li>• Development</li> <li>• Connections</li> </ul>	<b>ANALYZE</b>	
<b>W.9-10.1</b> <b>Argument</b>	<b>WRITE</b>	<b>3</b>
<b>Claims</b> <b>Topics</b> <b>Texts</b>	<b>SUPPORT, ANALYZE</b>	<b>3</b>
<b>Reasoning</b> <ul style="list-style-type: none"> <li>• Valid Reasoning</li> <li>• Relevant Reasoning</li> </ul> <b>Evidence</b>	<b>USE</b>	<b>3</b>
<b>Skills at a Glance</b>		

<b>CONCEPTS</b> (What students need to know)	<b>SKILLS</b> (What students need to be able to do)	<b>DOK LEVEL</b>
<b>Literary Analysis:</b> <ul style="list-style-type: none"> <li>• Social and Cultural Context</li> <li>• Point of View and Cultural Experience</li> <li>• Epic Hero (Versus Hero of a Tall Tale)</li> <li>• Epic Simile</li> <li>• Contemporary Interpretations</li> <li>• Protagonist/Antagonist</li> </ul>	DETERMINE, ANALYZE  COMPARE	3  3
<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>• Paraphrase</li> <li>• Historical and Cultural Context</li> <li>• Characters</li> <li>• Questions</li> </ul>	SUMMARIZE DETERMINE, ANALYZE COMPARE, CONTRAST GENERATE	2 2, 3 3 2
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Content Area Vocabulary</li> <li>• Etymology</li> <li>• Big Question Vocabulary</li> <li>• Words with Multiple Meanings</li> <li>• Connotative Meaning</li> <li>• Denotative Meaning</li> </ul>	IDENTIFY, INFER, ACQUIRE, USE  USE, IDENTIFY, DIFFERENTIATE	2  2
<b>Conventions:</b> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Prepositional Phrases</li> <li>• Revising to Vary Sentence Patterns</li> <li>• Appositive Phrases</li> <li>• Infinitives</li> <li>• Simple and Compound Sentences</li> <li>• Revising to Correct Fragments and Run-ons</li> </ul>	IDENTIFY, USE, PROVE (command of)	2
<b>Writing:</b> <ul style="list-style-type: none"> <li>• The “Big Question”</li> <li>• Persuasive Essay</li> </ul>	PRODUCE PRODUCE, PROVIDE, ORGANIZE	3 3

<b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>• Collaborative Discussion</li> <li>• Evidence</li> <li>• Rules of Discussion</li> </ul>	INITIATE, PARTICIPATE, RESPOND DRAW, USE DETERMINE COLLABORATIVELY	2
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ESSENTIAL QUESTION(S)	CORRESPONDING BIG IDEAS
What constitutes a hero?	This information will be developed in coordination with students as the unit progresses through multiple texts that focus on the “Big Question.”

KEY VOCABULARY TERMS ASSOCIATED WITH UNIT OF STUDY		
<b>TEXT VOCABULARY</b> Words from required readings which may be new or unknown to students.	<b>ACADEMIC VOCABULARY</b> High frequency words used by mature language users across several content areas. Words with multiple meanings might be on this list, as well.	<b>ELA CONTENT AREA VOCABULARY</b> Words particular to the study of English Language Arts. These words build a central and conceptual understanding of instruction.
<i>See vocabulary identified within the textbook for each of the specific titles listed below in the “Resources” section of this document as “Required Readings.”</i>	choices, intentions, serve, identify, honesty, character (personal), imitate, involvement, justice, morality, obligation, responsibility, standard, wisdom	conflict, inference, epic hero, tall tale, mythology

RESOURCES		
<b>REQUIRED READINGS</b>	<b>STUDENT RESOURCES</b> Components of Pearson Prentice Hall Common Core Literature	<b>TEACHER RESOURCES</b> Components of Pearson Prentice Hall Common Core Literature
<b>Literary Analysis Workshop:</b>  <ul style="list-style-type: none"> <li>• from <i>The Odyssey, Parts I and II</i> by Ovid, translated by Robert Fitzgerald (Textbook: p. 1044) <b>Teacher version of The Odyssey</b></li> </ul>	Student Edition Textbook (2 Volume Set) Pearson Student Successnet Online Access All-in-One Workbook Reader’s Notebook (On-Level, Adapted, ELL, Spanish) Reality Central Anthology	Teacher Edition Textbook (Single Volume) Pearson Teacher Online Access All-in-One Workbook, Answer Key Reader’s Notebook, Teaching Guide Units 1-6 Resources B-O-Y, M-O-Y, E-O-Y Assessments Professional Development Guidebook

<ul style="list-style-type: none"> <li>• Greek Myths (Teacher Choice) Heroes, Gods and Monsters (Bernard Evslin)</li> <li>• “Jabberwocky” by Lewis Carroll (Textbook: p. 662)</li> <li>• “Siren Song” by Margaret Atwood (Textbook: p. 1130)</li> <li>• “There is a Longing” by Chief Dan George (Textbook: p. 1196)</li> <li>• “Glory and Hope” by Nelson Mandela (Textbook: p. 1202)</li> <li>• Teacher choice: Malala’s Nobel Peace Prize speech</li> <li>• Literature Circles/Independent Text: Creation Myths and/or Heroes, Gods and Monsters</li> </ul>		<p>Classroom Strategies and Teaching Routines  Daily Bell-ringer Activities  Reading Kit: Reading &amp; Literacy Intervention  e-Text Student Edition, CD-ROM  Teacher Resources, CD-ROM  Exam View Test Bank, CD-ROM  Media Studio Bundle  See It! PH LIT Video Program  Hear It! PH Lit Audio Program  Virtual Art Museum CD-ROM  Reality Central, Grade 6-8 (30 per grade level)</p>
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ASSESSMENTS	
REQUIRED ASSESSMENTS	SUPPLEMENTAL ASSESSMENTS (OPTIONAL)
<ul style="list-style-type: none"> <li>• Pre-Assessment: “Free-write” essay on a hero (student choice of real or imagined character) and the characteristics that make that “person” a hero.</li> <li>• Final Assessment: Persuasive Writing: Using the characteristics of a hero, students write a persuasive essay nominating a real or imagined character for the Hero Hall of Fame.</li> </ul>	

### STANDARDIZED ASSESSMENT CORRELATIONS

(OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.)  
(State, College and Career)

#### EXPECTATIONS FOR LEARNING IN LANGUAGE ARTS (ENGLISH) AND LITERACY IN ALL DISCIPLINES (HISTORY/SOCIAL STUDIES, SCIENCE/TECHNICAL, WORLD LANGUAGES)

(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

- Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

### 21<sup>ST</sup> CENTURY SKILLS CORRELATIONS

(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)

#### AREAS OF ALIGNMENT FOR ALL DISCIPLINES

- Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
- Information Literacy:** Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
- Problem-Solving:** Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
- Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team's success.