



Magoffin County School's Curriculum Guide

Summer 2011

10th Grade

Subject Content: _____ Language Arts _____ Grade _____ 10 _____



Indicates the Curriculum Map

K-KNOWLEDGE R-REASONING S-SKILL P-PRODUCT

Unit 1: 12 days	Unit 2: 20 Days
<p style="text-align: center;">Unit/Topic</p> <p style="text-align: center;">Introduction to English 10: Practicing the Habits of a LifeLong Learner</p>	<p style="text-align: center;">Unit/Topic</p> <p style="text-align: center;">Where Do I Fit In? Exploring Identity and Culture Through Literature</p>
<p style="text-align: center;">CORE CONTENT 4.1</p> <ul style="list-style-type: none"> • 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 is shaped and refined by specific details; provide an objective summary of the text. • 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. • 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. • 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. <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">CORE CONTENT 4.1</p> <p>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 is shaped and refined by specific details; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>

<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Apply <i>grades 9–10 Reading standards</i> 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 <i>grades 9–10 Reading standards</i> 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”). <p>Identified Gaps: Transitions, organizational patterns</p>	<p>task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <ul style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.
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CURRICULUM			CURRICULUM		
Reading Standards Central theme Plot structure Supporting Details and organizational patterns	Writing Standards Precise claim and counter claim Argumentative Writing, Rhetoric, organizational structure	Speaking & Listening; Language Standards	Reading	Writing	Speaking & Listening; Language
I CAN STATEMENTS: K Identify the central idea or theme within a text Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined Provide an objective summary (RL.2)	I CAN STATEMENTS: K Recognize organizational patterns in writing Define precise claim and counter	I CAN STATEMENTS:	I CAN STATEMENTS: K Identify the central idea or theme within a text Identify specific details that	I CAN STATEMENTS: R Analyze the reason for writing a piece to decide on: task purpose audience	I CAN STATEMENTS: K Understand how language functions in different context Identify and understand

<p>R Analyze how the theme, is shaped and refined by specific details or central idea of a text emerges</p> <p>Interpret how the text supports key ideas or themes with specific details</p> <p>Formulate an objective summary that includes how the central idea: emerges is shaped Is refined by specific details (RL.2)</p>	<p>claim</p> <p>Define and generate substantive topics or texts</p> <p>Recognize relevant and sufficient evidence</p>		<p>support the development of a theme or central idea as it: Emerges is shaped is refined</p> <p>Provide an objective summary (RL.2)</p>	<p>Determine suitable: idea development strategies organization style appropriate to task purpose and audience (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9) (W.4)</p>	<p>various guidelines in style manuals</p> <p>Recognize that the style of a written work should be appropriate to the discipline and writing type. (L.3)</p>
<p>K Identify: complex characters in a text evidence in a text that makes the character complex</p> <p>Identify conflicting motivations Identify the theme of a story (RL.3)</p>	<p>Define rhetorical audience</p> <p>Identify fair and unfair claims and counterclaims</p>		<p>R Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details</p>	<p>S (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10) (W.4)</p>	<p>R Apply knowledge of language to: understand how language functions differently in different contexts to make effective choices for meaning or style to comprehend more fully when reading or writing</p>
<p>R Analyze how characters change over the course of the text</p> <p>Explain how characters' motivations/traits affect the plot</p> <p>Describe the conflicts and motivations in character(s)</p> <p>Analyze how the character(s)': conflicts motivations interactions advance the plot or theme (RL.3)</p>	<p>Recognize : transitional words, phrases, and clauses formal style and objective tone concluding statements or sections that support the argument presented</p>		<p>Interpret how the text supports key ideas or themes with specific details</p> <p>Formulate an objective summary that includes how the central idea: emerges is shaped Is refined by specific details (RL.2)</p>	<p>P Produce a writing piece that is clear and coherent with: idea development organization style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>	<p>Write and edit work according to style manual guidelines, appropriate for the discipline and writing type (L.4)</p>
<p>K Identify the central idea within a text</p> <p>Identify specific details that support the development of the central idea as it: emerges is shaped is refined</p> <p>Provide an objective summary (RI.2)</p>	<p>Explain audience awareness, including knowledge level and concerns</p> <p>Identify norms and conventions</p>		<p>K Define cultural experience</p>		

<p>R Analyze how the central idea of a text emerges, is shaped and refined by specific details</p> <p>Interpret how the text supports key ideas with specific details</p> <p>Provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details (RI.2)</p> <p>K Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical)</p> <p>Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) (RI.3)</p> <p>R Determine the main ideas or events</p> <p>Examine the strategies the author uses to introduce his points develop his points</p> <p>Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message (RI.3)</p>	<p>of disciplines (W.1)</p> <p>R Analyze a substantive topic or text to determine if it is suitable for a written argument</p> <p>Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims</p> <p>Determine the relationships between claims and counterclaims</p> <p>Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence Develop claims and counterclaims fairly</p>		<p>Distinguish difference between culture and cultural experience Identify the: point of view or cultural experience (RL.6)</p> <p>R Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US</p> <p>Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature (RL.6)</p> <p>K Identify the central idea within a text</p>	(W.4)	
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	<p>Analyze the knowledge level and concerns of the rhetorical audience</p> <p>Evaluate strengths and limitations of claims and counterclaims</p> <p>Link major sections of the text and create cohesion using words, phrases and clauses</p> <p>Clarify relationships a) among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses</p> <p>Develop formal writing style and objective tone while attending to the norms and conventions of the discipline</p>		<p>Identify specific details that support the development of the central idea as it: Emerges is shaped is refined</p> <p>Provide an objective summary (RI.2)</p> <p>R Analyze how the central idea of a text emerges, is shaped and refined by specific details</p> <p>Interpret how the text supports key ideas with specific details</p> <p>Provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details (RI.2)</p> <p>Define rhetoric Identify rhetorical</p>		
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	<p>Plan a concluding statement or section that follows from and supports the argument presented (W.1)</p> <p>P</p> <p>Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: introduces precise claim(s) distinguishes claims from alternate or opposing claims creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence develops claim(s) and counterclaims fairly, with evidence points out</p>		<p>techniques (RI.6)</p> <p>R</p> <p>Analyze the author's use of rhetoric</p> <p>Analyze the rhetorical techniques the author uses to express his/her point of view or purpose</p> <p>Support your analysis with examples from the text (RI.6)</p>		
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	<p>strengths and limitations of claims and counterclaims anticipates the audience's knowledge level and concerns uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship establishes and maintains formal style and objective tone attends to the norms and conventions of the discipline provides a concluding statement that follows from and supports the argument presented (W.1)</p> <p>K Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p>				
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	<p>Cite textual evidence to support analysis of what the text says explicitly (W.9)</p> <p>R Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text (W.9)</p>				
<p>Critical Vocabulary Theme, plot, exposition, rising action, climax, falling action, resolution, setting, central idea, supporting details</p>	<p>Critical Vocabulary Precise claim, Counter claim, author's purpose, Precise claim and counter claim Argumentative Writing,</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>

	<p>Rhetoric, organizational structure (deductive, inductive, process, spatial, chronological, cause/effect, problem/solution , definition)</p>				
<p>Suggested Strategies/Activities</p> <p>Think Aloud Model Embedded Questions</p>	<p>Suggested Strategies/Activit ies</p> <p>Cut Up Paragraphs (students put them in order)</p> <p>Dr. Whitaker Inverted Triangle</p> <p>Reading Revisited Partner with Transitions Activity (Student begins sentence with dependent clause, partner logically finishes it).</p> <p>Total Body Response-Chain Reaction (adaptable</p>	<p>Suggested Strategies/Activit ies</p>	<p>Suggested Strategies/Activit ies</p>	<p>Suggested Strategies/Activit ies</p>	<p>Suggested Strategies/Activit ies</p>

	Reading Revisited Strategy)				
<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>http://www.englishcompanion.com/classroom/notemaking.htm</p> <p>Dave Shepherd Strategies</p>		Resources Needed	Resources Needed	Resources Needed	Resources Needed

Unit 3: 25 Days	Unit 4: 22 Days
<p align="center">Unit/Topic</p> <p align="center">Warriors Don't Cry. Explorations of Culture, Identity, and History</p>	<p align="center">Unit/Topic</p> <p align="center">I Need a Hero: Joseph Campbell and Siddhartha</p>
<p align="center">In this section IDENTIFY CORE CONTENT 4.1</p> <p>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 is shaped and refined by specific details; provide an objective summary of the text</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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 own clearly and persuasively. <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. • 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. <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding</p>	<p align="center">In this section IDENTIFY CORE CONTENT 4.1</p> <ul style="list-style-type: none"> • 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 is shaped and refined by specific details; provide an objective summary of the text. • 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. <p>RL.9-10.7. 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 Landscape with the Fall of Icarus).</p> <ul style="list-style-type: none"> • 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. • 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. <p>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.</p> <ul style="list-style-type: none"> • W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • Apply <i>grades 9–10 Reading standards</i> 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 <i>grades 9–10 Reading standards</i> 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").

of findings, reasoning, and evidence and to add interest.

CURRICULUM			CURRICULUM		
Reading Standards	Writing Standards	Speaking & Listening; Language Standards	Reading Standards	Writing Standards	Speaking & Listening; Language Standards
<p>I CAN STATEMENTS:</p> <p>K Identify the central idea or theme within a text</p> <p>Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined</p> <p>Provide an objective summary (RL.2)</p> <p>R Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details</p> <p>Interpret how the text supports key ideas or themes with specific details</p> <p>Formulate an objective summary that includes</p>	<p>I CAN STATEMENTS:</p> <p>K Recognize how and when to: plan revise edit rewrite try a new approach</p> <p>Recognize significant information for the needs of: Audience purpose</p> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54) (W.5)</p> <p>R Develop and strengthen writing as needed by: planning revising editing rewriting</p>	<p>I CAN STATEMENTS:</p> <p>K Identify key supporting ideas from reading and research as well as in context of larger themes and issues</p> <p>Describe guidelines for collegial discussion</p> <p>Describe ways to make collaborative decisions (e.g., informal consensus)</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion Identify conclusions posed during discussion or in text (SL.1)</p> <p>R Evaluate collegial discussion and decision-making processes used</p> <p>Determine goals, deadlines, and individual</p>	<p>I CAN STATEMENTS:</p> <p>K Identify the central idea or theme within a text</p> <p>Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined</p> <p>Provide an objective summary (RL.2)</p> <p>R Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas or themes with specific details</p> <p>Formulate an objective summary that includes how the central idea: emerges is shaped is refined by specific details (RL.2)</p>	<p>I CAN STATEMENTS:</p> <p>K Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly (W.9)</p> <p>R Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text (W.9)</p>	<p>I CAN STATEMENTS:</p>

<p>how the central idea: emerges is shaped Is refined by specific details (RL.2)</p>	<p>trying a new approach</p> <p>Determine focus on: what is most significant for a specific purpose what is significant for a specific audience (W.5)</p>	<p>roles for discussion groups</p> <p>Compare and contrast opinions and facts posed by peers on the designated issue or topic</p> <p>Formulate opinions, ideas, and conclusions based on prior and new evidence</p> <p>Analyze evidence that supports personal opinions and ideas as well as those of others</p> <p>Evaluate personal conclusions and the conclusions of others (SL.1)</p> <p>S Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topic Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others' remarks and</p>	<p>K Identify: complex characters in a text evidence in a text that makes the character complex</p> <p>Identify conflicting motivations Identify the theme of a story (RL.3)</p> <p>R Analyze how characters change over the course of the text</p> <p>Explain how characters' motivations/traits affect the plot</p> <p>Describe the conflicts and motivations in character(s)</p> <p>Analyze how the character(s)': conflicts motivations interactions advance the plot or theme (RL.3)</p> <p>K Recognize the literary and artistic use of the terms "subject" & key scene (RL.7)</p> <p>R Explain how and why an</p>		
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		<p>arguments, summarizing points of agreement and disagreement</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Pose and respond to questions by connecting to larger themes, issues, or contexts</p> <p>Engage others in discussions through questioning or responding to their ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints (SL.1)</p> <p>K</p> <p>Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally)</p> <p>Define credibility Define accuracy (SL.2)</p> <p>R</p> <p>Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, orally)</p>	<p>artist/author chooses to represent a subject or scene</p> <p>Analyze why the artist/author emphasized ideas for effect</p> <p>Explain what is stressed or missing from a given representation in 2 different artistic mediums (RL.7)</p> <p>K</p> <p>Identify the central idea within a text</p> <p>Identify specific details that support the development of the central idea as it: emerges is shaped is refined</p> <p>Provide an objective summary (RI.2)</p> <p>R</p> <p>Analyze how the central idea of a text emerges, is shaped and refined by specific details</p> <p>Interpret how the text supports key ideas with specific details</p> <p>Provide an objective</p>		
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		<p>Evaluate the credibility of each source</p> <p>Evaluate the accuracy of each source (SL.2)</p> <p>K Recognize digital media (SL.5)</p> <p>R Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>Evaluate the usefulness of digital media in presentations to add interest (SL.5)</p> <p>S Use digital media strategically in presentations to: enhance understanding add interest (SL.5)</p>	<p>summary that includes how the central idea emerges, is shaped, and refined by specific details (RI.2)</p> <p>K Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical)</p> <p>Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) (RI.3)</p> <p>R Determine the main ideas or events</p> <p>Examine the strategies the author uses to introduce his points develop his points</p> <p>Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message (RI.3)</p> <p>K Identify different mediums</p>		
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Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Unit 5: 25 Days	Unit 6: 15 Days
<p align="center">Unit/Topic Nature as a Metaphor: A Sense of Time and Place</p>	<p align="center">Unit/Topic Existentialism: Questions without Answers</p>
<p align="center">In this section IDENTIFY CORE CONTENT 4.1</p> <ul style="list-style-type: none"> • 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. • 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). <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • RI.9-10.4. 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 (e.g., how the language of a court opinion differs from that of a newspaper). • 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., a section or 	<p align="center">In this section IDENTIFY CORE CONTENT 4.1</p> <p>RL.9-10.7. 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 Landscape with the Fall of Icarus).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<p>chapter).</p> <ul style="list-style-type: none"> W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> Apply <i>grades 9–10 Reading standards</i> 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 <i>grades 9–10 Reading standards</i> 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”). 	<ul style="list-style-type: none"> L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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., <i>analyze, analysis, analytical; advocate, advocacy</i>). 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).
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CURRICULUM			CURRICULUM		
Reading Standards	Writing Standards	Speaking & Listening; Language Standards	Reading Standards	Writing Standards	Speaking & Listening; Language Standards
<p>I CAN STATEMENTS:</p> <p>K Identify strong and thorough textual evidence</p> <p>Discuss details the text uses to support textual analysis (RL.1)</p> <p>R Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas</p> <p>Draw inferences from the text in order to understand how</p>	<p>I CAN STATEMENTS:</p> <p>R Analyze the reason for writing a piece to decide on: task purpose audience Determine suitable: idea development strategies organization style appropriate to task purpose and audience</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8,</p>	<p>I CAN STATEMENTS:</p> <p>K Identify parallel structure</p> <p>Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute</p> <p>Identify types of clauses: independent, dependent noun, relative, adverbial (L.1)</p> <p>R Demonstrate command of the conventions of standard English grammar and usage when writing</p>	<p>I CAN STATEMENTS:</p> <p>K Recognize the literary and artistic use of the terms “subject” & key scene (RL.7)</p> <p>R Explain how and why an artist/author chooses to represent a subject or scene</p> <p>Analyze why the artist/author emphasized ideas for effect</p> <p>Explain what is stressed or missing from a given</p>	<p>I CAN STATEMENTS:</p> <p>K Recognize how and when to: plan revise edit rewrite try a new approach</p> <p>Recognize significant information for the needs of: audience purpose</p> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p>	<p>I CAN STATEMENTS:</p> <p>K Identify words and phrases with multiple meanings</p> <p>Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>)</p> <p>Consult general and specialized reference materials (print and digital) to find: word pronunciation, meaning part of</p>

<p>textual analysis is developed</p> <p>Cite strong and thorough textual evidence to support the text (explicit and inferred) (RL.1)</p> <p>K Identify: words and phrases figurative words and phrases connotative words and phrases in a text</p> <p>Identify words that impact meaning and tone (RL.4)</p> <p>R Determine the meaning of words and phrases as they are used in a text</p> <p>Determine the figurative and connotative meanings of words and phrases as they are used in a text</p> <p>Analyze the cumulative impact of specific word choice on meaning or tone (RL.4)</p> <p>K Identify aspects of</p>	<p>9) (W.4)</p> <p>S (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10) (W.4)</p> <p>P Produce a writing piece that is clear and coherent with: idea development organization style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3) (W.4)</p>	<p>Incorporate parallel structure</p> <p>Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing (L.1)</p> <p>S Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Use parallel structure</p> <p>Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations (L.1)</p>	<p>representation in 2 different artistic mediums (RL.7)</p> <p>K Identify different mediums</p> <p>Recognize details emphasized in various sources (RI.7)</p> <p>R Analyze different accounts of the same subject told in different mediums (e.g., a person’s life story in both print and multimedia)</p> <p>Determine emphasized details in various accounts of a subject told in different mediums (RI.7)</p>	<p>(W.5)</p> <p>R Develop and strengthen writing as needed by: planning revising editing rewriting trying a new approach</p> <p>Determine focus on: what is most significant for a specific purpose what is significant for a specific audience (W.5)</p>	<p>speech etymology (L.4)</p> <p>R Apply context clues (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</p> <p>Determine or clarify the meaning of unknown or multiple meaning words and phrases Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple</p> <p>Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary)</p> <p>Use word patterns that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) (L.4)</p> <p>R</p>
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<p>text's structure Identify order of events in text</p> <p>Identify how author manipulates time</p> <p>Describe the effect such as: mystery tension surprise the author uses (RL.5)</p> <p>R Analyze how author's: choice of plot structure creates an effect order of events within a text creates an effect manipulation of time creates an effect (RL.5)</p> <p>K Identify Strong and thorough textual evidence. Discuss details the text uses to support textual analysis (RI.1)</p> <p>R Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.</p> <p>Draw inferences from the text to support textual analysis.</p>					<p>Describe audience, situation, and purpose Identify qualities of formal and informal speech</p> <p>Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3) (SL.6)</p> <p>R Evaluate audience needs (including perceptions and misconceptions)</p> <p>Analyze the situation to determine if it requires formal or informal language (SL.6)</p> <p>S Speak effectively in a variety of situations</p> <p>Demonstrate correct language usage</p> <p>Adjust from informal to formal language when appropriate (SL.6)</p> <p>K Identify: information findings supporting evidence</p>
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<p>Cite strong and thorough textual evidence to support the text (explore and inferred) (RI.1)</p> <p>K Identify: words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text Identify tone of a text (RI.4)</p> <p>R Determine the meaning of words and phrases as they are used in a text, including: figurative connotative technical meanings</p> <p>Analyze the cumulative effect of word choices on: meaning tone (RI.4)</p> <p>K Identify the author's ideas or claims</p> <p>Determine the structure/text features of an informational</p>					<p>Recognize that presentation of information is determined by analysis of: purpose audience task</p> <p>Recognize what constitutes clear, concise, and logical presentation of information and findings (SL.4)</p> <p>R Determine: supporting evidence logical organization and appropriate development appropriate substance appropriate style for purpose, audience, and task (SL.4)</p> <p>S Present: information findings supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the: organization development substance style</p>
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<p>passage (RI.5)</p> <p>R Analyze how the author uses particular: sentences, paragraphs, or larger portions to develop or refine: ideas or claims (RI.5)</p>					are appropriate to: purpose audience task (SL.4)
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Team will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Unit 7: 20 Days	Unit 8: 13
Unit/Topic	Unit/Topic
Dramatic Literature	Analysis of Speeches
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1</p> <ul style="list-style-type: none"> • 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 is shaped and refined by specific details; provide an objective summary of the text. • 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. <p>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. 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). •</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed</p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.

and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

- 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.
 - 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.9-10.8. 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.

- 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.
- SL.9-10.3. Evaluate a speaker’s 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.
 - SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CURRICULUM			CURRICULUM		
Reading Standards	Writing Standards	Speaking & Listening Standards	Reading Standards	Writing Standards	Speaking & Listening; Language Standards
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:

<p>K Identify aspects of text's structure</p> <p>Identify order of events in text</p> <p>Identify how author manipulates time</p> <p>Describe the effect such as: mystery tension surprise the author uses (RL.5)</p> <p>R Analyze how author's: choice of plot structure creates an effect order of events within a text creates an effect manipulation of time creates an effect (RL.5)</p> <p>K Identify the author's ideas or claims</p> <p>Determine the structure/text features of an informational passage (RI.5)</p> <p>R Analyze how the author uses particular: sentences, paragraphs, or larger portions to develop or refine: ideas</p>	<p>K Identify: complex ideas appropriate formatting supporting details effective transitions precise language domain specific-language</p> <p>Identify a conclusion for the topic that follows from and supports the information or explanation presented (W.2)</p> <p>R Determine organization of complex ideas</p> <p>Determine appropriate: formatting graphics multimedia to aid comprehension</p> <p>Determine: well-chosen, relevant, sufficient: facts definitions details quotations appropriate to the audience's knowledge of the topic</p> <p>Determine appropriate and varied transitions that: link sections create cohesion clarify</p>	<p>STATEMENTS:</p>	<p>K Define and identify false statements</p> <p>Recognize valid reasoning</p> <p>Recognize relevant and sufficient evidence (RI.8)</p> <p>R Delineate the argument and specific claims in a text</p> <p>Evaluate the argument in a text</p> <p>Evaluate the specific claim(s) in a text</p> <p>Assess: the validity of reasoning the relevance of the evidence the sufficiency of the evidence</p> <p>Distinguish between fallacious and valid reasoning (RI.8)</p>	<p>K Recognize organizational patterns in writing</p> <p>Define and generate substantive topics or texts</p> <p>Recognize relevant and sufficient evidence</p> <p>Define rhetorical audience</p> <p>Identify fair and unfair claims and counterclaims</p> <p>Recognize : transitional words, phrases, and clauses formal style and objective tone concluding statements or sections that support the argument presented</p> <p>Explain audience awareness, including knowledge level and concerns</p> <p>Identify norms and conventions of disciplines (W.1)</p> <p>R Analyze a substantive topic or text to determine if it is suitable for a written argument</p> <p>Determine method to introduce precise claim(s)</p>	<p>R Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, orally)</p> <p>Evaluate the credibility of each source</p> <p>Evaluate the accuracy of each source (SL.2)</p> <p>R Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>Evaluate the usefulness of digital media in presentations to add interest (SL.5)</p> <p>Performance Use digital media strategically in presentations to: enhance understanding add interest (SL.5)</p> <p>R Describe audience, situation, and purpose</p> <p>Identify qualities of</p>
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<p>or claims (RI.5)</p> <p>K Identify the central idea or theme within a text</p> <p>Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined</p> <p>Provide an objective summary (RL.2)</p> <p>R Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details</p> <p>Interpret how the text supports key ideas or themes with specific details</p> <p>Formulate an objective summary that includes how the central idea: emerges is shaped is refined by specific details (RL.2)</p> <p>K Identify: complex characters in a text</p>	<p>relationships among complex ideas/concepts</p> <p>Evaluate word choice for managing complexity of tone</p> <p>Determine formal style and objective tone while attending to the norms and conventions of informative writing</p> <p>Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented (W.2)</p> <p>P Write informative/explanatory text which: examines/conveys complex ideas, concepts, information demonstrates clear and accurate information uses: effective organization analysis of content</p> <p>Introduce a topic and: organize complex ideas, concepts, and information to make</p>			<p>and distinguish the claim (s) from alternate or opposing claims</p> <p>Determine the relationships between claims and counterclaims</p> <p>Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence</p> <p>Develop claims and counterclaims fairly</p> <p>Analyze the knowledge level and concerns of the rhetorical audience</p> <p>Evaluate strengths and limitations of claims and counterclaims</p> <p>Link major sections of the text and create cohesion using words, phrases and clauses</p> <p>Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses</p> <p>Develop formal writing</p>	<p>formal and informal speech Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3) (SL.6)</p> <p>R Evaluate audience needs (including perceptions and misconceptions)</p> <p>Distinguish between formal and informal speech</p> <p>Analyze the situation to determine if it requires formal or informal language (SL.6)</p> <p>S Speak effectively in a variety of situations</p> <p>Demonstrate correct language usage</p> <p>Adjust from informal to formal language when appropriate (SL.6)</p> <p>K Identify: information findings supporting evidence</p> <p>Recognize that</p>
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<p>evidence in a text that makes the character complex</p> <p>Identify conflicting motivations Identify the theme of a story (RL.3)</p> <p>R Analyze how characters change over the course of the text</p> <p>Explain how characters' motivations/traits affect the plot</p> <p>Describe the conflicts and motivations in character(s)</p> <p>Analyze how the character(s)': conflicts motivations interactions advance the plot or theme (RL.3)</p> <p>K Identify the central idea within a text</p> <p>Identify specific details that support the development of the central idea as it: emerges is shaped is refined</p>	<p>important connections and distinctions include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>Develop the topic with: well-chosen, relevant, and sufficient facts extended definitions concrete details quotations other information examples appropriate to the audience's knowledge of the topic</p> <p>Use appropriate and varied transitions to: link the major sections of the text, create cohesion clarify the relationships among complex ideas and concepts</p> <p>Use precise language and domain- specific vocabulary to manage the complexity of the topic</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p>			<p>style and objective tone while attending to the norms and conventions of the discipline</p> <p>Plan a concluding statement or section that follows from and supports the argument presented (W.1)</p> <p>P Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: introduces precise claim(s) distinguishes claims from alternate or opposing claims creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence develops claim(s) and counterclaims fairly, with evidence points out strengths and limitations of claims and counterclaims anticipates the audience's knowledge level and concerns uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship</p>	<p>presentation of information is determined by analysis of: purpose audience task</p> <p>Recognize what constitutes clear, concise, and logical presentation of information and findings (SL.4)</p> <p>R Determine: supporting evidence logical organization and appropriate development appropriate substance appropriate style for purpose, audience, and task (SL.4)</p> <p>S Present: information findings supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the: organization development substance style are appropriate to: purpose audience task (SL.4)</p>
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<p>Provide an objective summary (RI.2)</p> <p>R Analyze how the central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas with specific details Provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details (RI.2)</p> <p>K Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical)</p> <p>Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) (RI.3)</p> <p>R Determine the main ideas or events</p> <p>Examine the strategies the author uses to introduce his points</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (W.2)</p> <p>K Recognize authoritative digital and print sources</p> <p>Cite in standard formats</p> <p>Perform an advanced search Define and identify plagiarism (W.8)</p> <p>R Gather relevant information from multiple print and digital sources</p> <p>Assess the usefulness/ authoritative print of each source in answering the research question</p> <p>Integrate information into text selectively to: maintain flow of ideas avoid plagiarism</p> <p>Use advanced searches effectively (W.8)</p>			<p>establishes and maintains formal style and objective tone attends to the norms and conventions of the discipline provides a concluding statement that follows from and supports the argument presented (W.1)</p>	<p>R Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>Evaluate the usefulness of digital media in presentations to add interest (SL.5)</p> <p>S Use digital media strategically in presentations to: enhance understanding add interest (SL.5)</p>
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<p>develop his points</p> <p>Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message (RI.3)</p> <p>K Distinguish between theme and topic</p> <p>Identify difference between primary text and source material</p> <p>Identify allusion, metaphor, parable, and parody (RL.9)</p> <p>R Compare/contrast the treatment of similar themes or topics from two or more texts (RL.9)</p>					
<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>
<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>

Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Unit/Topic

Persuading your Audience with Research

**In this section IDENTIFY
CORE CONTENT 4.1
Common Core Standards**

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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.9-10.6. 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.

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.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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”).

L.9-10.6. Acquire and use accurately 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.

CURRICULUM

Reading Standards	Writing Standards	Speaking & Listening Standards
<p>I CAN STATEMENTS:</p> <p>K Define rhetoric Identify rhetorical techniques (RI.6)</p> <p>R Analyze the author’s use of rhetoric</p> <p>Analyze the rhetorical techniques the author uses to express his/her point of view or purpose</p> <p>Support your analysis with examples from the text (RI.6)</p>	<p>I CAN STATEMENTS:</p> <p>K (The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6) (W.4)</p> <p>R Analyze the reason for writing a piece to decide on: task purpose audience</p> <p>Determine suitable: idea development strategies organization style appropriate to task purpose and audience (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9) (W.4)</p> <p>S</p>	<p>I CAN STATEMENTS:</p> <p>K Identify academic and domain- specific words and phrases sufficient for: reading writing speaking and listening</p> <p>Recognize and gather words and phrases important to comprehension or expression</p> <p>Identify appropriate resources to aid in gathering vocabulary knowledge (L.6)</p> <p>R Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: reading writing</p>

	<p>(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10) (W.4)</p> <p>P Produce a writing piece that is clear and coherent with: idea development organization style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3) (W.4)</p> <p>K Recognize how and when to: plan revise edit rewrite try a new approach</p> <p>Recognize significant information for the needs of: audience purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54) (W.5)</p> <p>R</p>	<p>speaking and listening</p> <p>Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge (L.6)</p> <p>S Use general and domain-specific words and phrases at the college and career readiness level sufficient for: reading writing speaking and listening</p> <p>Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: contextual clues references/resources (L.6)</p>
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	<p>Develop and strengthen writing as needed by: planning revising editing rewriting trying a new approach</p> <p>Determine focus on: what is most significant for a specific purpose what is significant for a specific audience (W.5)</p> <p>K Define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information</p> <p>Know how to keep links updated with current information (W.6)</p> <p>R Critique their own or others' products to update or maintain new and accurate information</p> <p>Determine appropriate information for links (W.6)</p> <p>S Use technology,</p>	
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	<p>including the Internet, to produce, revise, edit, and publish writing</p> <p>Demonstrate use of technology to update individual/shared writing</p> <p>Use technology to interact and collaborate with others for an intended purpose</p> <p>Demonstrate command of technology to link to appropriate sources of information</p> <p>Use technology to display information flexibly and dynamically (W.6)</p> <p>K Use reference materials (both print and electronic material) appropriately</p> <p>Narrow or broaden the inquiry when appropriate (W.7)</p> <p>R Evaluate the credibility of sources</p> <p>Construct and refine research questions</p>	
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	<p>Synthesize information from multiple sources</p> <p>Conduct steps for short as well as sustained research projects to answer a question</p> <p>Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem (W.7)</p> <p>K Recognize authoritative digital and print sources</p> <p>Cite in standard formats Perform an advanced search Define and identify plagiarism (W.8)</p> <p>R Gather relevant information from multiple print and digital sources Assess the usefulness/ authoritative print of each source in answering the research question</p> <p>Integrate information into text selectively to:</p>	
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	<p>maintain flow of ideas avoid plagiarism</p> <p>Use advanced searches effectively (W.8)</p> <p>K Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly (W.9)</p> <p>R Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding</p>	
<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<p data-bbox="100 354 373 418">Balanced Assessment: Formative</p> <p data-bbox="163 459 310 492">Summative</p> <p data-bbox="100 532 373 703">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p data-bbox="415 354 688 418">Balanced Assessment: Formative</p> <p data-bbox="478 459 625 492">Summative</p> <p data-bbox="415 532 688 703">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p data-bbox="730 354 1003 418">Balanced Assessment: Formative</p> <p data-bbox="793 459 940 492">Summative</p> <p data-bbox="730 532 1003 735">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
Resources Needed	Resources Needed	Resources Needed

ENG II

MCHS English Department Core Academic Standards Planning Guide

Unit 1: “What are you reading?”
“Words, words, words.” (and how they function)

Time Frame: 9 weeks

Grade Level: 10

Overview: Students build upon their knowledge of the English Language and the way words relate and function as a whole in sentences and paragraphs. Students will focus on the language mechanics and grammar usage that is stressed on the ACT/PLAN test. Our goal will be for students to become skilled in the following components that are tested on PLAN/ACT: 1.) subject-verb agreement 2.) pronoun-antecedent agreement 3.) principal parts of verbs 4.) independent and subordinate clauses 5.) commas 6.) semicolons 7.) dashes 8.) redundancy 9.) parallel structure 10.) coherency 11.) colons 12.) connotations 13.) Reading Prose Fiction 14.) Reading Natural Sciences 15.) Reading Social Science 16.) Reading Humanities. Students will also engage in authentic practice for the ACT/PLAN by taking genuine sample tests.

In addition to these “old school” lessons in grammar, what will be incorporated into the unit are writing logs in which students are asked to reflect upon and analyze why one skill is important to learning and applying the next skill and how these studies effect their writing. The writing prompts will be argument/persuasive based.

Essential Question: For reasons other than the ACT, why is studying grammar important?

Detailed Time Frame:

Weeks 1-2

Subject-Verb Agreement
Pronoun-Antecedent Agreement
Principal Parts of Verbs
Reading Pros Fiction
Writing: “Why are S-V. Agree.
and P-A Agree. Studied together?”
“What do we look for when reading
Prose fiction?”

Weeks 3-4

Independent and Subordinate Clauses
Commas
Semicolons/Colons
Dashes
Reading Natural Sciences
Writing: “How do subordinate Clauses make
writing better? ”

Weeks 5-6

Redundancy
Parallel Structure
Connotations
Coherency
Reading Social Sciences
Writing: “How does redundancy
 Hurt writing?”
 “How does parallel structure
 help writing?”

Weeks 7-9

Review of ACT components earlier in unit
Taking the ACT test

Assessments

1. Pre-tests in Week 1 for English and Reading

(Students will take an authentic ACT English exam under the required time constraints. Students will also take an authentic ACT Reading exam under the required time constraints. These results will be used to dictate the amount of instruction that will be stressed for each component in the unit.)

2. Formative Assessments throughout unit

Bell Ringers
Exit Slips
Daily Assignments

3. Post Tests for English and Reading

(Students will take an authentic ACT English exam under the required time constraints. Students will also take an authentic ACT Reading exam under the required time constraints. These results will be measured against the Pre-test results.)

Common Core Standards for this Unit

Language Standards

LS 1 – Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking

LS 1 a. Use Parallel Structure

LS 1 b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

LS 2 – Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.

LS 2 a. – use a semicolon

b. – use a colon

LS 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

LS 6 – Acquire and use accurately 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

Reading Standards

RI 1 – cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 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

RI 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

RL 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL 3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Writing Standards

WS 1 – Write arguments to support claims in an analysis