

| COURSE            | MP1 Units                                 | MP2 Units                               | MP3 Units                                | MP4 Units   |
|-------------------|---|---|--|---|
| Honors English II | Narrative Structure/<br>Foundations of Us | Foundations of Us/<br>News of the World | News of the World/<br>What's Your Story? | What's Your Story?/<br>Following in their Footsteps |

| Unit   | Essential Questions  | Content / Knowledge   | Skills  | Assessment   |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
|--|--|---|---|--|---|--|-------------------------------------|--|-------------------------------------|--|---|--|---|---|-------------------------------------|---|-------------------------------------|--|-------------------------------------|---|-------------------------------------|---|--|---|-------------------------------------|--|
| <b>#1</b><br><i>Narrative Structure</i>  | <ol style="list-style-type: none"> <li>How does the readers' perspective impact their understanding of the story?</li> <li>What is the relationship between reading literature and narrative writing?</li> <li>Why is the study of 'stories' essential to human experience?</li> </ol> | <ul style="list-style-type: none"> <li>Characterization happens in a variety of ways and creates a multifaceted view of a person.</li> <li>Conflict drives the plot of every story, real or imagined</li> <li>Elements of plot structure</li> <li>How to identify literary terms and figurative language and analyze their purpose in a work</li> <li>How to participate in collaborative discussions and evaluate the participation of others appropriately</li> <li>How tone, diction, structure and word choice create meaning</li> </ul> <p><b>Essential Vocabulary</b><br/>Plot, climax, tone, diction, structure, indirect characterization, direct characterization, theme, conflict, rhetorical question, onomatopoeia, allusion, metaphor, hyperbole, apostrophe, synecdoche, simile, alliteration</p> | <ul style="list-style-type: none"> <li>Demonstrate appropriate use of academic language and standards in discussion, presentations, and peer-conferences</li> <li>Read and analyze grade level literary texts with consideration of plot, conflict, characterization, tone, diction and structure</li> <li>Write a narrative piece that includes all the elements of plot structure, characterization and conflict</li> </ul> | <p><b>Performance Task</b></p> <ul style="list-style-type: none"> <li>Narrative Story Assignment</li> <li>Presentations</li> <li>Socratic Seminar</li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>Discussion &amp; Review Questions</li> <li>Multiple Choice Questions</li> <li>Open-ended responses</li> <li>Summative Survey</li> </ul> |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
|  |  |   |   | <b>Resources</b>   |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
|  |  |   |   | <ul style="list-style-type: none"> <li><i>The Old Man and the Sea</i></li> <li><i>Of Mice and Men</i></li> <li><i>The Catcher in the Rye</i></li> <li>Non-fiction articles</li> <li>Short Stories</li> </ul>   |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
| <b>Standards/ Strands</b>  |  |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
| <p><b>Reading:</b></p> <table border="0"> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1<br/>conclusions drawn from the text.</td> <td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2</td> <td>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3</td> <td>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.4<br/>shape meaning or tone.</td> <td>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.5<br/>and the whole.</td> <td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6</td> <td>Assess how point of view or purpose shapes the content and style of a text.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7</td> <td>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.9</td> <td>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.RL.9-10.1</td> <td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.RL.9-10.10b<br/>and proficiently.</td> <td>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.RL.9-10.2</td> <td>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.</td> </tr> </table> |  |   |   |  | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1<br>conclusions drawn from the text. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.4<br>shape meaning or tone. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.5<br>and the whole. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6 | Assess how point of view or purpose shapes the content and style of a text. | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | LA.9-10.CCSS.ELA-Literacy.CCRA.RL.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | LA.9-10.CCSS.ELA-Literacy.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. | LA.9-10.CCSS.ELA-Literacy.RL.9-10.10b<br>and proficiently. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently | LA.9-10.CCSS.ELA-Literacy.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. |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1<br>conclusions drawn from the text.  | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support   |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
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| LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
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| LA.9-10.CCSS.ELA-Literacy.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.  |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.RL.9-10.10b<br>and proficiently.   | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently  |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.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.   |   |   |  |   |  |                                     |  |                                     |  |   |  |   |   |                                     |   |                                     |  |                                     |   |                                     |   |  |   |                                     |  |

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| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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). |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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).  |
| LA.9-10.CCSS.ELA-Literacy.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).  |

**Writing:**

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| LA.9-10.CCSS.ELA-Literacy.CCRA.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3a | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.                                      |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3b | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3c | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3d | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3e | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.                                |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9a | 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]"). |

**Language & Speaking:**

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| LA.9-10.CCSS.ELA-Literacy.CCRA.L.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.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.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                      |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1a | Use parallel structure.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1b | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2a | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2b | Use a colon to introduce a list or quotation.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2c | Spell correctly.   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4a | 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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4c | 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.            |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4d | 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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| LA.9-10.CCSS.ELA-Literacy.L.9-10.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5a | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5b | Analyze nuances in the meaning of words with similar denotations.   |
| LA.9-10.CCSS.ELA-Literacy.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. |

| <i>Unit</i>  | <i>Essential Questions</i>   | <i>Content / Knowledge</i>  | <i>Skills</i>   | <i>Assessment</i>  |
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| <b>#2</b><br><i>Foundations of Us</i>  | <ol style="list-style-type: none"> <li>How do professional writers explain who they are to their readers?</li> <li>How is literature like a time capsule?</li> <li>What remains true of human nature throughout time?</li> </ol> | <ul style="list-style-type: none"> <li>Definition of “implication” and “significance”</li> <li>How a play is structured</li> <li>Terms specific to reading and analyzing dramatic works</li> <li>By improving our writing, we can better understand our identity by communicating our beliefs, values, and priorities</li> <li>Informative writing is used by professional writers to convey information about themselves to their audiences</li> <li>Writing to explain requires confident tone, specific word choice and clear organization.</li> </ul> <p><b>Essential Vocabulary</b><br/>Dramatic irony, aside, soliloquy, dramatic monologue, breaking the fourth wall, catharsis, catastrophe, recognition, foil, irony of situation, suspension of disbelief</p> | <ul style="list-style-type: none"> <li>Appreciate how theatrical elements contribute to a play's meaning and effects</li> <li>Draw conclusions from facts and their personal experience</li> <li>Read and write a script</li> </ul> | <p><b>Performance Task</b></p> <ul style="list-style-type: none"> <li>"My Town" Project</li> <li>Research Writing</li> <li>Scene Performances</li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>Discussion &amp; Review Questions</li> <li>Multiple Choice Questions</li> <li>Open-ended responses</li> <li>Summative Survey</li> </ul> |
|  | <b>Standards/ Strands</b>  |   |   |  |
| <p><b>Reading:</b></p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1<br/>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2<br/>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3<br/>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.4<br/>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.5<br/>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6<br/>Assess how point of view or purpose shapes the content and style of a text.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7<br/>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.8<br/>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.9<br/>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LA.9-10.CCSS.ELA-Literacy.RL.9-10.1<br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LA.9-10.CCSS.ELA-Literacy.RL.9-10.10a<br/>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>LA.9-10.CCSS.ELA-Literacy.RL.9-10.10b<br/>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>LA.9-10.CCSS.ELA-Literacy.RL.9-10.2<br/>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>LA.9-10.CCSS.ELA-Literacy.RL.9-10.3<br/>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> |  |   |   |  |

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| LA.9-10.CCSS.ELA-Literacy.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). |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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).  |
| LA.9-10.CCSS.ELA-Literacy.RL.9-10.8 | (Not applicable to literature)   |
| LA.9-10.CCSS.ELA-Literacy.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).  |

**Writing:**

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| LA.9-10.CCSS.ELA-Literacy.CCRA.W.2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2a | 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.                                   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2b | 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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2c | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2d | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2f | 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).   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9a | 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]").         |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9b | 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"). |

**Language & Speaking:**

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| LA.9-10.CCSS.ELA-Literacy.CCRA.L.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.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.                         |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                              |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.                |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |

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| LA.9-10.CCSS.ELA-Literacy.L.9-10.1a  | Use parallel structure.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1b  | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.       |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2a  | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2b  | Use a colon to introduce a list or quotation.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2c  | Spell correctly.   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.3a  | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4a  | 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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4b  | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4c  | 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.                  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4d  | 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).  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5a  | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5b  | Analyze nuances in the meaning of words with similar denotations.  |
| LA.9-10.CCSS.ELA-Literacy.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. |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1a | 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.        |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1b | 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.                                     |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1c | 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.                         |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1d | 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.                 |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.              |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  |

| <i>Unit</i>  | <i>Essential Questions</i>  | <i>Content / Knowledge</i>   | <i>Skills</i>   | <i>Assessment</i>  |
|--|---|--|---|--|
| <b>#3 News of the World</b>  | <ol style="list-style-type: none"> <li>How can research enhance an argument?</li> <li>How should an argument be structured?</li> <li>Why does considering both sides of an issue allow for a stronger claim?</li> </ol> | <ul style="list-style-type: none"> <li>Examining the validity of a source is vital to making a strong argument</li> <li>Plagiarism has serious consequences inside and outside of the academic world</li> <li>How to use the features of informative texts</li> <li>The difference between fact and opinion</li> </ul> <p><b>Essential Vocabulary:</b><br/>Thesis, citations, MLA, reliable source, primary source, secondary source</p> | <ul style="list-style-type: none"> <li>Create citations &amp; works cited page</li> <li>Use MLA format</li> <li>Write a thesis statement</li> </ul> | <p><b>Performance Task</b></p> <ul style="list-style-type: none"> <li>Argumentative Essays</li> <li>Current Events Presentations</li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>Discussion &amp; Review Questions</li> <li>Multiple Choice Questions</li> <li>Open-ended responses</li> <li>Summative Survey</li> </ul> <hr/> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li><i>Fahrenheit 451</i></li> <li>Non-fiction articles</li> <li>Short Stories</li> </ul> |
| <b>Standards/ Strands</b>  |   |  |   |  |
| <p><b>Technology:</b></p> <p>TECH.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>TECH.8.1.12.A Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>TECH.8.1.12.A.CS1 Understand and use technology systems.</p> <p>TECH.8.1.12.A.CS2 Select and use applications effectively and productively.</p> <p>TECH.8.1.12.B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.</p> <p>TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.</p> <p>TECH.8.1.12.C Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.12.D Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.</p> <p>TECH.8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>TECH.8.1.12.D.CS1 Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>TECH.8.1.12.D.CS2 Demonstrate personal responsibility for lifelong learning.</p> <p>TECH.8.1.12.E Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.12.E.CS1 Plan strategies to guide inquiry.</p> <p>TECH.8.1.12.E.CS2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.12.E.CS3 Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>TECH.8.1.12.E.CS4 Process data and report results.</p> <p>TECH.8.1.12.F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH.8.1.12.F.CS1 Identify and define authentic problems and significant questions for investigation.</p> <p>TECH.8.1.12.F.CS2 Plan and manage activities to develop a solution or complete a project.</p> <p>TECH.8.1.12.F.CS3 Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>TECH.8.1.12.F.CS4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p><b>Reading:</b></p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> |   |  |   |  |

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| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.6 | Assess how point of view or purpose shapes the content and style of a text.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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). |
| LA.9-10.CCSS.ELA-Literacy.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 chapter).  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.                      |

**Writing:**

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| LA.9-10.CCSS.ELA-Literacy.CCRA.W.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.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.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.1a | 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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.1b | 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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.1c | 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.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.1e | Provide a concluding statement or section that follows from and supports the argument presented.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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. |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |

LA.9-10.CCSS.ELA-Literacy.W.9-10.9a 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]”).

**Language & Speaking:**

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|-------------------------------------|---|
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.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.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1a | Use parallel structure.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1b | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2a | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2b | Use a colon to introduce a list or quotation.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2c | Spell correctly.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.3a | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4a | 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.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4c | 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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4d | 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).   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5a | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5b | Analyze nuances in the meaning of words with similar denotations.   |
| LA.9-10.CCSS.ELA-Literacy.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. |





| <i>Unit</i>   | <i>Essential Questions</i>  | <i>Content / Knowledge</i>   | <i>Skills</i>   | <i>Assessment</i>   |
|---|---|--|---|---|
| <p><b>#4</b><br/><b>What's your Story?</b></p>  | <p>1. How can writing be therapeutic?<br/>2. What can we learn from reading about the mistakes of others?</p> | <p>• A deliberate process—prewriting, revising, editing, and publishing—is essential to effective writing.<br/>• Accomplished readers read a wide range of literature and respond in personal, interpretive, and critical ways<br/>• Effective writing has a clear purpose and is focused, organized, elaborate, and fluent, and requires appropriate conventions.<br/>• How to make a connection between what they are reading and what they are writing<br/>• That many experiences are universally human<br/>• That memoirs must be self-reflective in nature</p> <p><u>Essential Vocabulary</u><br/>Memoir</p> | <p>• Adjust tone and voice to fit audience and purpose<br/>• Critique the elements of literary style<br/>• Use a variety of comprehension strategies before, during, and after reading<br/>• Use models to develop their own writing skills</p> | <p><u>Performance Task</u></p> <ul style="list-style-type: none"> <li>• Memoir</li> </ul> <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> <li>• Discussion &amp; Review Questions</li> <li>• Multiple Choice Questions</li> <li>• Open-ended responses</li> <li>• Summative Survey</li> </ul> |
|   |   |  |   | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Night</i></li> <li>• Non-fiction articles</li> <li>• Short Stories</li> </ul>   |
|   |   |  |   | <b>Standards/ Strands</b>   |
| <p><b>Reading:</b></p> <p>LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1 conclusions drawn from the text.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.5 and the whole.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6 Assess how point of view or purpose shapes the content and style of a text.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.<br/>         LA.9-10.CCSS.ELA-Literacy.CCRA.RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.<br/>         LA.9-10.CCSS.ELA-Literacy.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.<br/>         LA.9-10.CCSS.ELA-Literacy.RL.9-10.10b By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.<br/>         LA.9-10.CCSS.ELA-Literacy.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.<br/>         LA.9-10.CCSS.ELA-Literacy.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.<br/>         LA.9-10.CCSS.ELA-Literacy.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).<br/>         LA.9-10.CCSS.ELA-Literacy.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.<br/>         LA.9-10.CCSS.ELA-Literacy.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.<br/>         LA.9-10.CCSS.ELA-Literacy.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).<br/>         LA.9-10.CCSS.ELA-Literacy.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> |   |  |   |   |

**Writing:**

|                                     |   |
|-------------------------------------|---|
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3a | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3b | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3c | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3d | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.3e | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9a | 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]”).         |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9b | 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”). |

**Language & Speaking:**

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|-------------------------------------|---|
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.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.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.6  | Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1a | Use parallel structure.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1b | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2a | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2b | Use a colon to introduce a list or quotation.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2c | Spell correctly.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.3a | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4a | 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.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4c | 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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4d | 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).   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |

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| LA.9-10.CCSS.ELA-Literacy.L.9-10.5a  | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5b  | Analyze nuances in the meaning of words with similar denotations.  |
| LA.9-10.CCSS.ELA-Literacy.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. |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1a | 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.        |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1b | 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.                                     |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1c | 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.                         |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1d | 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.                 |
| LA.9-10.CCSS.ELA-Literacy.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.   |

| <i>Unit</i>  | <i>Essential Questions</i>   | <i>Content / Knowledge</i>  | <i>Skills</i>   | <i>Assessment</i>   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
|--|--|---|---|---|-------------------------------------|---|--------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|---|-------------------------------------|--|-------------------------------------|---|-------------------------------------|--|-------------------------------------|--|
| <b>#5</b><br><i>Following in their Footsteps</i>   | <ol style="list-style-type: none"> <li>How can a person's personal decisions or actions change his or her life?</li> <li>How can reading about others influence the way we face future challenges?</li> <li>What role should the past play in the future?</li> </ol> | <ul style="list-style-type: none"> <li>Characteristics of drama</li> <li>Characteristics of tragedy</li> <li>The difference between autobiography and biography as well as the pros and cons of reading each as information sources</li> <li>Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author’s style are all ways to critically examine texts</li> <li>Elements such as environment, religion, age, gender, race, occupation, etc. impact the challenges that one may face</li> <li>The author makes intentional word choices that are designed to produce a desired effect on the reader</li> </ul> <p><u>Essential Vocabulary</u></p> Iambic pentameter, tragic hero, tragedy | <ul style="list-style-type: none"> <li>Critique non-fiction work for bias by examining facts from multiple sources</li> <li>Evaluate the presentations of others for bias and strength of argument</li> <li>Explain the merits of historical references in pop culture</li> <li>Follow the guidelines of public speaking when formally presenting information to a group</li> </ul> | <p><u>Performance Task</u></p> <ul style="list-style-type: none"> <li>Famous person project</li> <li>Quotation study</li> </ul> <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> <li>Discussion &amp; Review Questions</li> <li>Multiple Choice Questions</li> <li>Open-ended responses</li> <li>Summative Survey</li> </ul> |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
|  |  |   |   | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>“The Tragedy of Julius Caesar”</li> <li>Self-selected autobiographies &amp; biographies</li> <li>Non-fiction articles</li> <li>Short Stories</li> </ul>  |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| <b>Standards/ Strands</b>  |  |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| <p><b>Reading:</b></p> <table border="0"> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.1</td> <td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.10</td> <td>Read and comprehend complex literary and informational texts independently and proficiently.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.2</td> <td>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.3</td> <td>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.4</td> <td>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.5</td> <td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.6</td> <td>Assess how point of view or purpose shapes the content and style of a text.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.7</td> <td>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td> </tr> <tr> <td>LA.9-10.CCSS.ELA-Literacy.CCRA.RI.8</td> <td>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td> </tr> </table> |  |   |   |   | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.10 | Read and comprehend complex literary and informational texts independently and proficiently. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.6 | Assess how point of view or purpose shapes the content and style of a text. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | LA.9-10.CCSS.ELA-Literacy.CCRA.RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.1  | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.10   | Read and comprehend complex literary and informational texts independently and proficiently.   |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.6  | Assess how point of view or purpose shapes the content and style of a text.  |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.8  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   |   |   |   |                                     |   |                                      |  |                                     |  |                                     |  |                                     |   |                                     |  |                                     |   |                                     |  |                                     |  |

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| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.9   | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.RI.9-10.10a | 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.   |
| LA.9-10.CCSS.ELA-Literacy.RI.9-10.10b | By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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).  |
| LA.9-10.CCSS.ELA-Literacy.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 chapter).   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| <b>Writing:</b>                       |   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.2    | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.5    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.6    | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.7    | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.8    | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.W.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2a   | 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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2b   | 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.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2c   | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2d   | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2e   | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.2f   | 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).   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.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. |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.9-10.CCSS.ELA-Literacy.W.9-10.9a   | 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]”).   |

**Language & Speaking:**

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|--------------------------------------|---|
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.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.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.L.6   | Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.4  | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.5  | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |
| LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6  | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1a  | Use parallel structure.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.1b  | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2a  | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2b  | Use a colon to introduce a list or quotation.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.2c  | Spell correctly.  |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.3a  | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.  |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4a  | 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.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4b  | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4c  | 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.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.4d  | 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).   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5a  | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |
| LA.9-10.CCSS.ELA-Literacy.L.9-10.5b  | Analyze nuances in the meaning of words with similar denotations.   |
| LA.9-10.CCSS.ELA-Literacy.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.           |
| LA.9-10.CCSS.ELA-Literacy.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.  |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1a | 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.   |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1b | 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.  |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1c | 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.  |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.1d | 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.  |
| LA.9-10.CCSS.ELA-Literacy.SL.9-10.2  | Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |
| LA.9-10.CCSS.ELA-Literacy.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.   |

LA.9-10.CCSS.ELA-Literacy.SL.9-10.5  
evidence and to add interest.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and