

Blackhawk School District

CURRICULUM

Course Title: Honors English 10
Course Number: 0116
Periods Per Week: 5
Minutes per period: 42
Credits: 1
Faculty Author(s): Anita Steppe

Date: March 2014

COURSE DESCRIPTION: Honors English 10 is a yearlong course designed for the gifted support student as well as any motivated advanced student demonstrating strength in the areas of analyzing literature and writing (with teacher recommendation). This course is intended as a continuation of the skills learned in Honors English 9 and replaces the option of skipping CP 10 and accelerating to CP 11. Its purpose is to prepare the students for college and for early enrollment in upper level courses in other subject areas that require advanced communication skills. It is a comprehensive course that covers literature analysis, reflective reading, composition, research, speech techniques, and vocabulary, as well as grammar, mechanics, and syntax.

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom. Essential questions provide the focus for teaching and learning.

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following are the Essential Questions for this class and recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well.

Walden

How beneficial would it be for me to spend considerable time on self-reflection?

Assessment—Paper on self-reflection; students finding their “Walden”.

How do I compare world events to everyday situations?

Assessment—Graphic Organizer

To Kill A Mockingbird

Does who I am make a difference?

How do you perpetuate bias? Can it be stopped?

How does your personality affect your surroundings?

Assessment: Projects, Essays, Writings

Julius Caesar

Are you more important than society?

Have you ever affected a situation because of a misinterpretation?

Assessment: Projects, Essays, Writings

The Crucible

How do I determine what is fair?

Assessment--Short Answer Question/Response

Have you ever over-reacted before you know all of the facts?

Assessment—Writing Plan or organization for an essay

Umbrella Question

How does your personal philosophy differ from [name 'ism']?

Assessment--Essay

Rationalism

Do you value logic and reason in making decisions?

Assessment—Short answer Question/Response

Romanticism

Does imagination contribute to your creativity?

Assessment—Short answer Question/Response

Transcendentalism

How do you perceive your natural surroundings?

Assessment—Short answer Question/Response

Realism

How has your perception of reality changed depending on your circumstance?

Assessment—Short answer Question/Response

Naturalism

Do you believe that a person's environment can limit his/her success?

Assessment—Short answer Question/Response

Modernism

Do you believe that pushing the norm is essential in a progressive society?

Assessment—Short answer Question/Response

ROBUST VOCABULARY:

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2 Bringing Words to Life).

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

*Note: In addition to the Robust Vocabulary words, Honors 10 has a large vocabulary-building component, therefore this list is not an inclusive list.

The Robust Vocabulary for this class are:

Walden

1. Perusal (n) a careful examination, review
2. Placid—(adj) calm, peaceful
3. Quagmire—(n) a difficult situation
4. Quaint—(adj) charmingly old-fashioned
5. Reclusive—(adj) solitary, shunning society
6. Scintillating—(adj) sparkling
7. Serene—(adj) calm, untroubled
8. Tranquil—(adj) calm
9. Transient-(adj) passing through briefly; passing into and out of existence
10. Utopia (n) an imaginary and remote place of perfection

To Kill A Mockingbird

1. aberration (n.) something that differs from the norm
2. ingenuous (adj.) not devious, innocent and candid
3. malevolent (adj.) wanting harm to befall others
4. indigenous (adj.) originating in a region
5. assuage (v.) to ease, pacify
6. tacit (adj.) expressed without words
7. fractious (adj.) troublesome or irritable
8. acquiesce (v.) to agree without protesting
9. fraught (adj.) filled or accompanied with
10. vapid (adj.) lacking liveliness, dull

Julius Caesar

1. cognizant (adj.) aware, mindful
2. engender (v.) to bring about, create, generate
3. portent (n.) an omen
4. buffet (v.) to strike with force
5. ominous (adj.) foreboding or foreshadowing evil
6. vex (v.) to confuse or annoy
7. oration (n.) a speech delivered in a formal or ceremonious manner
8. revel (v.) to enjoy intensely
9. sublime (adj.) lofty, grand, exalted
10. augment (v.) to add to, expand

The Crucible

1. abstain (v) to freely choose not to commit an action
2. pithy (adj) concisely meaningful
3. plethora (n) an abundance, excess
4. archetypal (adj) the most representative or typical example of something
5. preponderance (adj) superiority in importance or quantity
6. chastise (v) to criticize severely
7. covet (v) to desire enviously
8. divine (adj). godly, exceedingly wonderful
9. fabricate (v) to make up, invent
10. gluttony (n) overindulgence in food or drink

| COURSE OUTLINE | OBJECTIVES (Common Core standard) | PROPOSED TIME / ACTUAL TIME | RESOURCES | LESSON REFLECTION (for future revisions) |
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| <p>Literature Literary Terms/Figurative Language L. 9-10.5 RL. 9-10.4</p> <p>Character RL. 9-10.3</p> <p>Setting RL. 9-10.10</p> <p>Plot RL. 9-10.3 RL. 9-10.5</p> <p>Theme RL. 9-10.2 RL. 9-10.3</p> | <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL. 9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL. 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL. 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>R11.B.1.1.1-Interpret, compare, describe, analyze, and evaluate the theme of fiction or literary nonfiction. -Interpret, compare, describe, analyze, and evaluate the relationship between the theme and other components of the text.</p> | <p>40 days</p> | <p><i>Julius Caesar</i> by William Shakespeare</p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p><i>The Crucible</i> by Arthur Miller</p> <p><i>A Tale of Two Cities</i> by Charles Dickens</p> <p><i>The Importance of Being Earnest</i> by Oscar Wilde</p> | |

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| | <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> | | | |
| <p>Symbolism RL. 9-10.10</p> | <p>RL. 9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | | | |
| <p>Tone, Style, Mood RL. 9-10.3 RL. 9-10.4</p> | <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> | | | |
| | <p>RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> | | | |
| <p>Poetry RL. 9-10.4 L. 9-10.5</p> | <p>RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> | | | |
| | <p>L. 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | | | |
| <p><i>Reading Skills</i> <i>Reading Apprenticeship Strategies</i></p> | | <p>10 days</p> | | |
| <p>Comprehension RL. 9-10.1</p> | <p>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.</p> | | | |
| <p>Main ideas RL. 9-10.2</p> | <p>RL. 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | | | |
| <p>Author purpose RL. 9-10.4</p> | <p>RL. 9-10.4 Determine the meaning of words and phrases as they are used in</p> | | | |

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| <p>RL 9-10.5</p> <p>Point of view SL. 9-10.3</p> <p>Summarize, Evaluate, Analyze, Synthesize and Infer SL. 9-10.1 RL. 9-10.1</p> <p>Compare/contrast texts RL 9-10.7 RL 9-10.9</p> | <p>the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL. 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>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.</p> <p>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 <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. 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.</p> <p>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.</p> <p>RL 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> <p>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> | | | |
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| <p>Media, Graphics RL 9-10.7 SL. 9-10.2 SL. 9-10.5</p> | <p>RL. 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>SL. 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL. 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> | | | |
| <p>Locating information/media SL 9-10.2 L. 9-10.4</p> | <p>SL 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>L. 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p> <p>d. 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).</p> | <p>15 days</p> | | |
| <p><i>Vocabulary</i> Homographs and multiple meaning words. L. 9-10.4</p> | <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p> <p>d. 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).</p> | | | |

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| <p>Synonym/antonym L. 9-10.4</p> | <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p> <p>d. 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).</p> | | | |
| <p>Prefix/affix/root words L. 9-10.4</p> | <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p> <p>d. 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).</p> | | | |
| <p>Context clues L. 9-10.4</p> | <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p> <p>d. 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).</p> | | | |

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| Linguistics L. 9-10.4 | L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. | | | |
| Idioms L. 9-10.4 | <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p> <p>d. 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).</p> | | | |
| Dictionary Skills L. 9-10.4 L. 9-10.6 | <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p> <p>d. 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).</p> <p>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.</p> | | | |

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| <p>Writing</p> <p>Writing W. 9-10.1 W. 9-10.2</p> <p>Organization W. 9-10.4 –Question/answer –Compare/contrast –Problem solution</p> <p>Sequence W. 9-10.4</p> | <p>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.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p> <p>W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>25 days</p> | | |
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| <p>Focus W. 9-10.5</p> <p>Mechanics/conventions L. 9-10.1 L. 9-10.2</p> | <p>W.9-10.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</p> <p>L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. 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.</p> <p>L. 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> | | | |
| <p>Content W. 9-10.8</p> | <p>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.</p> | | | |
| <p>Writing within realm of genre W. 9-10.1 W. 9-10.2 W. 9-10.3 W. 9-10.4</p> | <p>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.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to</p> | | | |

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| <p>Revisions and editing W. 9-10.5 L. 9-10.1 L. 9-10.2 L. 9-10.3</p> | <p>make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. 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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p> <p>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.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W. 9-10.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</p> <p>L. 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. 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.</p> <p>L. 9-10.2 Demonstrate command of the conventions of standard English capitalization,</p> | | | |
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| | <p>punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. <p>L. 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. | | | |
| <p>Organization and style W. 9-10.4</p> | <p>W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | | | |
| <p>Note taking SL. 9-10.1 1</p> | <p>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 <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | | | |
| <p>Paraphrase SL. 9-10.1</p> | <p>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 <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate | | | |

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| <p>Large/small group discussions and presentations SL. 9-10.4</p> <p><i>Research Writing</i></p> <p>Writing within realm of genre W. 9-10.1 W. 9-10.2 W. 9-10.7 W. 9-10.9</p> | <p>others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. 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.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>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. a. 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. b. 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. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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. a. 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. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> | <p>30 days</p> | | |
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| <p>Cite information W. 9-10.8</p> <p>Revisions and editing W. 9-10.5</p> <p>Summarize, Evaluate, Analyze, Synthesize, Infer. RI. 9-10.1 RI. 9-10.5 RI 9-10.8</p> | <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p> <p>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.</p> <p>W. 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W. 9-10.8 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>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</p> <p>RI. 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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).</p> <p>RI. 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p> | | | |
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| <p>Integrating Multimedia W. 9-10.6 W. 9-10.8</p> | <p>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.</p> <p>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.</p> | | | |
| <p>Locating information/media W. 9-10.8 Sl. 9-10.2</p> | <p>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.</p> <p>SL. 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | | | |
| <p>Informational Text</p> | | | | |
| <p>Key Ideas and Details RI. 9-10.1 RI. 9-10.2 RI. 9-10.3</p> | <p>RI. 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI. 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI. 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> | <p>60 days</p> | <p><u>Walden: Or, Life in the Woods.</u> Henry David Thoreau, Dover Thrift Edition, 1995, ISBN 0-486- 284956</p> | <p>Nonfiction selections from <i>Elements of Literature: Fifth Edition</i>, Harcourt College Publishers, September 2002, ISBN - 978003067279 8</p> |
| <p>Craft and Structure RI. 9-10.4 RI. 9-10.5 RI. 9-10.6</p> | <p>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).</p> <p>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).</p> <p>RI. 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> | | <p>“The Lowest Animal,” “Life on the Mississippi,”</p> | |

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| <p>Integration of Knowledge and Ideas RI. 9-10.7 RI. 9-10.8 RI. 9-10.9</p> <p>Range of Reading and Level of Text Complexity RI. 9-10.10</p> | <p>RI. 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI. 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>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.</p> <p>RI. 9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p> | | <p>and "The Story of an Eyewitness" in conjunction with <i>Of Mice and Men</i>. Faulkner's Nobel Prize speech and "What I Think and Feel at 25" with <i>The Great Gatsby</i>. Emerson's "Nature," "Self-Reliance," and Thoreau's "Resistance to Civil Government" and "On Nonviolent Resistance," King's "Letter from a Birmingham Jail" and Chief Joseph's "I Will Fight No More Forever" and Lincoln's "Gettysburg Address" with <i>Walden</i></p> | |
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Grammar Skills to be Taught in Grades 9, 10, 11, and 12 (See Common Core Standards page 56)

Active and Passive Voice Grade 9

Active Voice is when the subject performs the action.

Passive Voice expresses the action performed upon the subject.

Subject-Verb Agreement Grade 11

Agreement with singular subject, plural subject, I and you.

Phrases and Clauses Grade 10

Identify phrases and clauses and use them correctly in writing.

Phrases

- Noun
- Verb
- Adjectival
- Adverbial
- Participial
- Prepositional
- Absolute

Clauses Grade 10

- Independent
- Dependent
- Noun
- Relative
- Adverbial

Sentence Variations Grades 9, 10, 11, 12

Parallel Structure Grade 10

Parallelism in sentence structure exists when two or more sentence elements of equal rank are similarly expressed.

i.e., Give me liberty, or give me death.

Commas Grade 9, 10, 11, 12

Appropriate list of commas.

Direct Quotations Grade 9

Use quotations marks and appropriate punctuation to identify dialogue.

Example: Captain Smith said, "Abandon the ship."

Citations Grade 9

Use punctuation in MLA citation accurately in works cited.

Other marks of punctuation

- Semicolon Grade 10
- Colon Grade 10
- Hyphen Grade 11