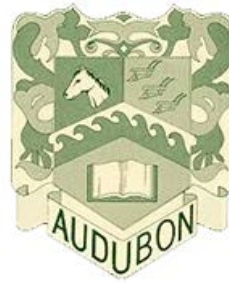


Audubon Public Schools



Grade 10: English Language Arts

Curriculum Guide

Developed by:

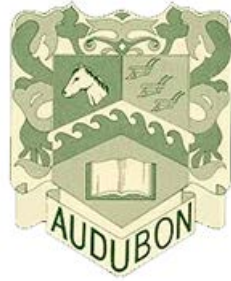
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Course Description

Grade 10: English Language Arts

The goal of the English II program is to introduce students to the canon of World literature in various genres in order to broaden their cultural knowledge and literacy skills.

Writing skills will be assessed primarily through formal analysis papers based on literature although various smaller, informal written pieces may also be assigned. Vocabulary will be studied through the students' vocabulary text. Grammar and usage will be emphasized in composition. In addition, attention will be given to developing and refining listening skills. A lengthy writing assignment that combines elements of literary analysis and formal research will be a requirement of the course. Students will also practice the skills they need to achieve a "proficient" score on the State mandated PARCC Exam.

Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language
Unit 1	Focus standards (Objectives)	RL 1 RL 2 RL 3 RL 4 RL 6	RI 1 RI 2 RI 3 RI 4 RI 6	W 2 W 4 W 5 W 6 W 10 (select 1 from W 7-9)	SL 1 SL 2 SL 3 SL 4 SL 6	L 1 L 2 L 3 L 4 L 5 L 6
	Ancillary standards (Review)	RL 1 RL 2 RL 3	RI 1 RI 2 RI 3	W 2	SL 1 SL 2 SL 3	L 1 L 2 L 3
Unit 2	Focus standards (Objectives)	RL 1 RL 2 RL 3 RL 4 RL 5 RL 6	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 7 RI 8 RI 9	W 1 W 2 W 4 W 5 W 6 W 10 (select 1 from W 7-9)	SL 1 SL 2 SL 3 SL 4 SL 5 SL 6	L 1 L 2 L 3 L 4 L 5 L 6
	Ancillary standards (Review)	RL 1 RL 2 RL 3	RI 1 RI 2 RI 3	W 1	SL 1 SL 2 SL 4	L 1 L 2 L 3

		RL4	RI 4			L 4
Unit 3	Focus standards (Objectives)	RL 1 RL 2 RL 3 RL 4 RL 5 RL 6 RL 7 RL 9	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 9	W1 W2 W3 W4 W5 W6 W10 (select 1 from W 7-9)	SL 1 SL 2 SL 3 SL 4 SL 5 SL 6	L1 L2 L3 L4 L5 L6
	Ancillary standards (Review)	RL 1 RL 2 RL 3 RL 4 RL 5	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6	W 3	SL 1 SL 2 SL 3 SL 4	L 1 L 2 L 3 L 4 L 5
Unit 4	Focus standards (Objectives)	RL 1 RL 2 RL 3 RL 4 RL 5 RL 6 RL 9 RL 10	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 9 RI 10	W1 W2 W3 W4 W5 W6 W10 (select 1 from W 7-9)	SL 1 SL 2 SL 3 SL 4 SL 5 SL 6	L1 L2 L3 L4 L5 L6
	Ancillary standards (Review)	RL 1 RL 2 RL 3	RI 1 RI 2 RI 3	W 2	SL 1 SL 2 SL 3	L 1 L 2 L 3

		RL 4 RL 5 RI 6	RI 4 RI 5 RI 6 RI 9		SL 4	L 4 L 5 L 6
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Subject: ELA	Grade: 10	Unit: 1	Marking Period 1
Focus Standards: Reading		Critical Knowledge and Skills	
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> ● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively 	

<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, and provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit textual evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details
<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>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>RL.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development <p>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these keywords advance the tension or events

<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>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>	<ul style="list-style-type: none"> ● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text <hr/> <p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</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>	<ul style="list-style-type: none"> ● Develop a strong formal style appropriate for the task ● Maintain a tone that is free of bias ● Integrate multimedia when appropriate and effective ● Use relevant and sufficient facts, definitions, details, and quotes 	

<p>W.9-10.2.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>W.9-10.2.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>W.9-10.2.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>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> ● Use sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Incorporate facts, definitions, details, quotations and other information as needed
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques

	<ul style="list-style-type: none"> ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
W.9-10.8. (Choice) 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 (MLA or APA Style Manuals).	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. 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	<ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research.

<p>mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational</p>	
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</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 peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect, evaluate and respond to comments made by peers during discussion

<p>SL.9-10.1.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>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading. ● Engage as an active listener and participant ● Use text/source to show fallibility in speaker’s reasoning
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation

<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English</p>	<ul style="list-style-type: none"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.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>	<ul style="list-style-type: none"> ● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

<p>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.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>L.9-10.4.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>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<ul style="list-style-type: none"> ● Acquire general academic words from content-specific written texts

demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Ancillary Standards	
RL.1, RL.2, RL.3, RI.1, RI.2, RI.3, W.2, SL.1, SL.2, SL.3, L.1, L.2, L.3	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> Text Analysis Questions Close Readings Quick Writing 	<ul style="list-style-type: none"> Test Quizzes Midterm Essay Speech
Suggested Primary Resources	Suggested Supplemental Resources
Macbeth	CommonLit.org Articles
Cross-Curricular Connections	
<ul style="list-style-type: none"> Historical Context in World History (Elizabethan culture) 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> Citing strong textual evidence helps determine what the text says explicitly and inferentially. Theme and main idea are the messages a writer wants to convey to her or his audience. Development of characters and ideas advance the plot and develop the theme. Words and phrases in the text contribute to meaning and tone. Author’s point of view and use of rhetorical devices convey the author’s purpose. Informative/explanatory text examines complex ideas. Organized writing conveys coherent thought. Revising and editing tailors writing for a specific purpose and audience. 	<ul style="list-style-type: none"> How can strong textual evidence help a reader determine what a text says explicitly and inferentially? How do readers determine theme or main idea? How do characters and ideas advance the plot? What words or phrases contribute to meaning and tone? How does the author convey his/her purpose? How can the writing process contribute to effective writing? In what ways do reliable sources validate an argument in speech or writing? In what ways do speakers establish credibility? How do conventions of the English language improve communication and discussion?

<ul style="list-style-type: none"> ● Technology can be used to produce, share, and publish written works. ● Research projects incorporate evidence from a variety of sources in MLA format. ● The writing process involves writing routinely for a range of tasks, purposes and audiences. ● Effectively collaborating in discussion with peers allows for shared perspectives and new connections. ● Incorporating reliable source information will strengthen your argument. ● Evaluating a speaker’s point of view is helpful in identifying bias. ● Content knowledge and organization is essential when presenting information. ● To be effective, speakers need to adapt their speech to show awareness of their audience. ● Knowledge of the English language (grammar, word choice, capitalization, punctuation, and spelling) is essential for communication and influence. ● There are a variety of ways (context clues, Greek/Latin roots, dictionary) to determine the meaning of a word. ● Word relationships can vary with the use of figurative language. 	
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Subject: ELA	Grade: 10	Unit: 2	Marking Period 2
Focus Standards: Reading		Critical Knowledge and Skills	
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written	<ul style="list-style-type: none"> ● Make personal connections, make connection to other texts, and or/make global connections where relevant 	

<p>support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively
<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, and provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit textual evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details <p>RL.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development

<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>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>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these keywords advance the tension or events
<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>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>	<ul style="list-style-type: none"> ● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects</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>RL.9-10.5:</p> <ul style="list-style-type: none"> ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine and evaluate how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader

<p>(e.g. as mystery, tension, or surprise.</p>		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text <p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
	<p><u>RI.9-10.7.</u> Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> ● · Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● · Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message ●

	<p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof ● Use strong textual support to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading ● Evaluate what a reliable source is and what makes one questionable ● Identify and understand the argument presented by the author
	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<ul style="list-style-type: none"> ● Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts
Focus Standards: Writing		Critical Knowledge and Skills

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.

W.9-10.1.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.

W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.

W.9-10.1.C. Use transitions (e.g. words, phrases, 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.

W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.

- Use concise and effective language that supports the organization of the argument
- Associate and correlate claim(s), counterclaim(s), reasons, and evidence
- Maintain an appropriate style and tone for the task – omitting personal bias
- Conclude with a paragraph or section that supports the
- Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately
- Understand how much evidence is needed to satisfactorily support a point
- Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have
- Develop unity and consistency with words and structure
- Use relevant and sufficient facts, definitions, details, and quotes
- Use sources that are appropriate to task, audience, and purpose
- Choose precise words and domain-specific vocabulary
- Introducing a topic arranging ideas, concepts, and information to show interrelationships
- Format effectively
- Develop a topic
- Organize graphics
- Provide multimedia when useful
- Use transitions to link together the major sections of the text
- Write a concluding statement that supports the information presented
- Choose a formal style and objective tone

	<ul style="list-style-type: none"> ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed ● Use text evidence to develop analysis and enhance content of argument
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> ● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
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.	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information

<p>W.9-10.8. (Choice) 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 (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational</p>	<ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research.
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</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 peers on</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research

<p>grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.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>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Engage as an active listener and participant

	<ul style="list-style-type: none"> ● Use text/source to show fallibility within the speaker’s argument
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> ● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
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.	<ul style="list-style-type: none"> ● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Focus Standards: Language	Critical Knowledge and Skills
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.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	<ul style="list-style-type: none"> ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses

<p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>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.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)

L.9-10.4.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).	
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> ● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> ● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Ancillary Standards	
RL.1, RL.2, RL.3, R. 4, RI.1, RI.2, RI.3, RI.4, W.1, SL.1, SL.2, SL.4, L.1, L.2, L.3, L.4	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Text Analysis Questions ● Close Readings ● Quick Writing 	<ul style="list-style-type: none"> ● Test ● Quizzes ● Midterm ● Essay ● Speech
Suggested Primary Resources	Suggested Supplemental Resources
1984	CommonLit.org Articles
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Historical Context in World History (Notable world leaders and government systems) 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Authors structure texts, claims, and ideas to create specific effects. 	<ul style="list-style-type: none"> ● How do authors structure texts, claims, and ideas to create specific effects? ● How do readers evaluate the same subject in multiple mediums?

<ul style="list-style-type: none"> ● Readers evaluate the similarities and differences between various accounts of a subject as told in multiple mediums. ● Authors may not have valid reasoning to support their argument. ● Practical knowledge and primary sources relate to specific themes and significant concepts. ● Argument writing supports claims in an analysis of topics and texts using valid reasoning and relevant evidence. ● Digital media can enhance presentation findings, reasoning, and evidence. 	<ul style="list-style-type: none"> ● In what ways can readers identify fallacious reasoning? ● How do primary sources contribute to specific themes and specific concepts? ● How does a writer use evidence to strengthen an argument? ● How does digital media enhance a presentation?
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Subject: ELA	Grade: 10	Unit: 3	Marking Period 3
Focus Standards: Reading		Critical Knowledge and Skills	
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> ● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience 	

		<ul style="list-style-type: none"> ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively
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, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit textual evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details
		<p>RL.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<p>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text

		<ul style="list-style-type: none"> ● Identify and analyze word choice that comprise a series of events or ideas and how these keywords advance the tension or events
<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>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>	<ul style="list-style-type: none"> ● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise).</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>RL.9-10.5:</p> <ul style="list-style-type: none"> ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine and evaluate how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text

<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text <p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author’s overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
<p><u>RL.9-10.7.</u> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>		<ul style="list-style-type: none"> ● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work</p>		<ul style="list-style-type: none"> ● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text ● Identify allusions ● Compare and contrast use of common ideas/topics between texts or allusions within texts

(e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).		
Focus Standards: Writing		Critical Knowledge and Skills
<p><u>W.9-10.3.</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3.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>W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.</p> <p>W.9-10.3.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>W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<ul style="list-style-type: none"> ● Use effective details using precise language ● Create clear point(s) of view established through a narrator, provide characters, and present a situation ● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures ● Provide a conclusion to the events they set out at the beginning of their narrative
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> ● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately

	<ul style="list-style-type: none"> ● Understand and utilize appropriate style
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.	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
W.9-10.8. (Choice) 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 (MLA or APA Style Manuals).	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.

<p>W.9-10.9.A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational</p>	<ul style="list-style-type: none"> ● Utilize evidence to support analysis, reflection, and research.
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</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 peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities

<p>assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.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>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Engage as an active listener and participant ● Use text/source to show fallibility within the speaker’s argument
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose

	<ul style="list-style-type: none"> ● Speak with clear pronunciation
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.	<ul style="list-style-type: none"> ● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	<ul style="list-style-type: none"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Focus Standards: Language	Critical Knowledge and Skills
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.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>	<ul style="list-style-type: none"> ● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking

	<ul style="list-style-type: none"> ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>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.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>L.9-10.4.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>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<ul style="list-style-type: none"> ● Acquire general academic words from content-specific written texts

demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Ancillary Standards	
RL.1, RL.2, RL.3, RL.4, RL.5, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, W.3, SL.1, SL.1, SL.2, SL.3, SL.4, L.1, L.2, L.3, L.4, L.5	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> Quick Writing Close Readings Text Analysis Questions 	<ul style="list-style-type: none"> Test/ Quizzes Final Exam Essay Project/Presentation
Suggested Primary Resources	Suggested Supplemental Resources
Inferno Beowulf	CommonLit.org Articles
Cross-Curricular Connections	
<ul style="list-style-type: none"> Historical Context from World History 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> Scenes from literature can be represented differently in a variety of mediums. Authors can utilize historical and cultural references to transform source material. 	<ul style="list-style-type: none"> How can a scene be represented differently in multiple mediums? In what ways can authors utilize historical and cultural references to transform source material?

Subject: ELA	Grade: 10	Unit: 4	Marking Period 4
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Focus Standards: Reading		Critical Knowledge and Skills
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> ● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively
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, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit textual evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details
		RL.9-10.3: <ul style="list-style-type: none"> ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions

		<ul style="list-style-type: none"> ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
<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>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>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these keywords advance the tension or events
<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>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>	<ul style="list-style-type: none"> ● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone

<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise).</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>RL.9-10.5:</p> <ul style="list-style-type: none"> ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine and evaluate how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text
		<p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author’s overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose

<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p>RL.9-10.9:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text
<p>RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p>	<p>RI.9-10.9:</p> <ul style="list-style-type: none"> ● Study and evaluate influential U.S. documents ● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge <ul style="list-style-type: none"> ● Closely read various forms of literature independently and fluently, including stories, dramas, and poems ● Demonstrate comprehension of various forms of literary text ● Make connections among ideas and between texts ● Consider a wider range of textual evidence ● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts ● Monitor comprehension ● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking

		strategies and/or ask for help in order to understand portions of a difficult text
Focus Standards: Writing		Critical Knowledge and Skills
<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>W.9-10.2.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>W.9-10.2.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>W.9-10.2.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>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>		<ul style="list-style-type: none"> ● Develop a strong formal style appropriate for the task ● Maintain a tone that is free of bias ● Integrate multimedia when appropriate and effective ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed

<p>W.9-10.2.F. Provide a concluding paragraph 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.</p>	<ul style="list-style-type: none"> ● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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>	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
<p>W.9-10.7. (Choice) 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>	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches</p>	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess credibility and accuracy of sources

<p>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 (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational</p>	<ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research.
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</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 peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers

<p>SL.9-10.1.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>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.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>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Engage as an active listener and participant ● Use text/source to show fallibility within the speaker’s argument

<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
<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>	<ul style="list-style-type: none"> ● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<ul style="list-style-type: none"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.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>	<ul style="list-style-type: none"> ● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation

<p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>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.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)

L.9-10.4.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).	
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> ● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression	<ul style="list-style-type: none"> ● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Ancillary Standards	
RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.5, W.2, SL.1, SL.1, SL.2, SL.3, SL.4, L.1, L.2, L.3, L.4	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Quick Writing ● Text Analysis Questions ● Close Readings 	<ul style="list-style-type: none"> ● Tests/Quizzes ● Final Exams ● Essays ● Project
Suggested Primary Resources	Suggested Supplemental Resources
Lord of the Flies Iliad	CommonLit.org articles
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Historical Context in World History (World Leaders) 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Both obvious and subtle connections can be made using the cornerstone literature that was used in the course. 	<ul style="list-style-type: none"> ● What literary connections can be made over the duration of this course?

Appendix A

Title: *1984*

Curricular Area(s): Language Arts

Grade-Level Span: 10

BIG IDEA: Individuals need to evaluate whether the risk is worth the reward in situations where the consequences can be great.

ENDURING UNDERSTANDING: *1984* reflects how individuals have the power to change the society in which they live.

ESSENTIAL QUESTIONS: What are some qualities of a dystopia and where can we see them in today’s society? How can the government use technology to infringe on people’s rights? Are people inherently good or evil? What are true qualities of civilized people? What historical events influenced the author’s view?

ASSESSMENTS (Acceptable Evidence): expository, analytical, and argumentative writing, objective assessments

NJSLS:

RL.9-10.1-10

L.9-10.1-6

SL.9-10.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures: Dystopia vs. Utopia, “Technology as a Threat to Natural Rights.”	QAR, Notes
Focus Lessons: Argument writing technology and structure MLA formatting/style conventions selecting credible scholarly research sources effective database usage close reading vocabulary from text	QAR, Notes MLA research-based argument paper Small and large groups reads individual text analysis use context clues to derive meaning of unknown words

theme development author's purpose character analysis relevant textual evidence	selecting relevant textual evidence to support development of theme reflect on how novel details connect to author's purpose
Talking Points: How does our government use technology to monitor its citizens? When do safety measures become an encroachment on our natural rights? What do civilized citizens look like? What's the citizen for this type of existence?	Socratic Seminar, verbal and written reflection, relevant connections through current non-fiction pieces, media presentations
Schema: <i>Fahrenheit 451</i> , or <i>Lord of the Flies</i>	

TOOLS AND RESOURCES:

CREDITS: Melissa Wood, Larae D'Angelo, Eileen Willis

COMMENTS:

Reapproved June 2017

Appendix B

Title: Excerpts of Major Works in World Literature

Curricular Area(s): Language Arts

Grade-Level Span: 10

BIG IDEA: It is important to gain a vision of past and current world cultures in order to discover common threads in humanity. It is important to gain a more comprehensive understanding of literature to gain a global and historical perspective on cultures and the human condition in order to be a more informed citizenry of a multicultural nation.

ENDURING UNDERSTANDING: It is important to gain a more comprehensive understanding of literature to gain a global and historical perspective on cultures and the human condition in order to be a more informed citizenry of a multicultural nation.

ESSENTIAL QUESTIONS: What are recurrent themes in literature that transcend time, place, religions, and cultures? How are those themes relevant in today’s world?

ASSESSMENTS (Acceptable Evidence): Analytical Paper, Response Paper, Study Guides, Quizzes, Tests, Socratic Seminar, Performances

NJSLS:

RL.9-10.1-10

L.9-10.1-6

SL.9-10.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures: “Common Threads in Cultures,” Recurrent Religious Themes in Literature,” “Universal Consciousness and Its Connection to the Modern Individual.”	Notes, QAR, Socratic Seminar
Focus Lessons: “Elements of Culture”	Notes, QAR, Group brainstorm of cultural elements and examples
Talking Points: “What is a Global Citizen?” “How Does Literature Reflect Cultural Phenomena?”	Socratic Seminar
Schema: Working knowledge of other pieces of world literature; world history	

TOOLS AND RESOURCES: computers, Powerpoint, LCD projector, handouts

CREDITS (INCLUDING CONTACT INFORMATION): Melissa Wood

COMMENTS: Some excerpts to consider: *Gilgamesh, Oedipus, Beowulf, Dante's Inferno, A Doll's House, Kafka's Metamorphosis, The Interlopers, The Bet, To Build a Fire*

Reapproved June 2017

Appendix C

Title: *The Iliad*

Curricular Area(s): Language Arts

Grade-Level Span: 10

BIG IDEA: There is potential danger of corruption of political/social leaders with unchecked power.

ENDURING UNDERSTANDING: *The Iliad* illustrates how people can use situations to gain social/political power.

ESSENTIAL QUESTIONS: What is the ideological hierarchy of power in gender roles and how is it similar or different to today? How do people use conflict to garner and enhance their power?

ASSESSMENTS (Acceptable Evidence): Analytical Paper, Study Guides, Quizzes, Tests, Socratic Seminar

NJSLS:

RL.9-10.1-10

L.9-10.1-6

SL.9-10.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures:	Socratic Seminar, Class Discussion, Handouts, Notes
Focus Lessons: Greek history, mythology	Socratic Seminar, Class Discussion
Talking Points: What are qualities of good leadership? What type of situations can politicians use to garner power? How do they use them? What has been the historical view of a woman and to what extent has this changed?	Socratic Seminar, Class Discussion
Schema: Greek history, the Odyssey	Socratic Seminar, Class Discussion

TOOLS AND RESOURCES: Textbook, Handouts, TV/DVD, computers

CREDITS: Melissa Wood

Reapproved June 2017

Appendix D

Title: *Lord of the Flies*

Curricular Area(s): Language Arts

Grade-Level Span: 10

BIG IDEA: When individuals are not governed by law, behavior becomes uncivilized.

ENDURING UNDERSTANDING: *Lord of the Flies* reflects how a person's decisions can affect his future.

ESSENTIAL QUESTIONS: Are people inherently good or evil? How important is government in creating a peaceful society? What qualities are needed to make a good leader? How did historical events influence the author's view? How does *Lord of the Flies* serve as an allegory for modern society?

ASSESSMENTS (Acceptable Evidence): tests, quizzes, study guide, expository and argumentative writing, create a map, Socratic seminar, mock trial

NJSLS:

RL.9-10.1-10

L.9-10.1-6

SL.9-10.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures: background on the author, Milgram's Obedience to Authority social psychology experiment	Notes, media presentation, research original experiment
Focus Lessons: close reading vocabulary from text theme development author's purpose character analysis	Small and large groups reads individual text analysis use context clues to derive meaning of unknown words selecting relevant textual evidence to support development of theme

relevant textual evidence	reflect on how novel details connect to author's purpose
Talking Points: Are people inherently good or evil? How does the author use setting to enhance plot and explore theme? How does this book compare & contrast with <i>1984</i> 's themes and views on humanity? What were the historical events that occurred to create such a negative view of humanity?	Class Discussion, handouts, socratic seminar, media presentations, student-centered research and presentation, verbal and written reflection, relevant connections through current non-fiction pieces
Schema: history of WWII, Modern and historical examples and philosophical arguments on the capacity of human cruelty	Class Discussion, relevant non-fiction articles, research on US judicial system, mock trial

TOOLS AND RESOURCES: Novels, LCD projector, school sanctioned personal devices, SmartBoard

CREDITS: Melissa Wood, Larae D'Angelo, Eileen Willis

COMMENTS:

Reapproved June 2017

Appendix E

Title: *Macbeth*

Curricular Area(s): Language Arts

Grade-Level Span: 10

BIG IDEA: Impulsive decisions can have lasting effects on one's character.

ENDURING UNDERSTANDING: *Macbeth* reflects how the decisions one makes can result in negative consequences.

ESSENTIAL QUESTIONS:

What qualities are needed to make a good leader? What is Shakespeare’s ultimate message about corrupt leaders? How does Macbeth’s ambition influence his reputation as a leader? What power does manipulation have over a human’s moral conscience?

ASSESSMENTS (Acceptable Evidence): Research Paper, Response Paper, Study Guides, Quizzes, Tests, Socratic Seminar, Performances

NJSLS:

RL.9-10.1-10

L.9-10.1-6

SL.9-10.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures: Elizabethan History, The Background of Macbeth/The Macbeth Curse, background on Shakespeare, the Globe theater	Socratic Seminar, Class Discussion, Handouts, Notes
Focus Lessons: The author’s use of stagecraft close reading vocabulary from text theme development author’s purpose character analysis relevant textual evidence	Rewriting and modernizing a scene Small and large groups reads individual text analysis use context clues to derive meaning of unknown words selecting relevant textual evidence to support development of theme reflect on how novel details connect to author’s purpose
Talking Points: Why does the play end ambiguously? Is the message hopeful or bleak? What are qualities of good leadership? What are the responsibilities of citizens in a society to ensure a just government?	Socratic Seminar, Class Discussion

Schema: universal nature of Shakespeare's plays/themes, comic relief, soliloquy	Socratic Seminar, Class Discussion
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TOOLS AND RESOURCES: Novels, LCD projector, school sanctioned personal devices, stage

CREDITS (INCLUDING CONTACT INFORMATION): Melissa Wood, Larae D'Angelo, Eileen Willis

Reapproved June 2017

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software