

English Language Arts Curriculum Map: Honors English I (Grade 09)

Unit/Topic:	Quarter:	Time Frame:
Unit 1: American Voices	1	6 weeks
Essential Questions:		
Overarching Unit Question: What does it mean to be “American”?		
Performance-Based Assessment: How is an American identity created?		
Key Concepts:	Key Vocabulary:	
Textual Analysis: Reading Goals: - Evaluate written narratives by analyzing how authors sequence and describe experiences and events. - Expand knowledge and use of academic and concept vocabulary.	Unit Vocabulary: - conflict - description - dialogue - exposition - sequence	

	• Concept Vocabulary: Latin Prefix <i>dis, inter</i> Latin Root <i>nat, mem</i> Cognates Multiple-meaning words • connotation • denotation • purpose • rhetoric • persuasion • Author's Style: alliteration, assonance, consonance
Composition: Writing and Research Goals • Write a nonfiction narrative in which characters and events are developed using specific details and descriptions. • Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology: • Summary • Narrative Structure • Writing to Compare: essay • Writing to Sources: alternative endings
Language Goal: • Correctly use exposition and dialogue to convey meaning and add variety and interest to writing and presentations.	Language Terminology: • Conventions: participles and participle phrases • Author's Style: humor, word choice
Discussion: Speaking and Listening Goals: • Collaborate with a team to build on the ideas of others, develop consensus, and communicate. • Integrate audio, visuals, and texts in presentations.	Speaking and Listening Terminology: • Monologue • Act out a scene • Panel discussion • Produce a podcast
Priority Standards:	Supporting Standards:

READING:

9-10.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RL.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.

9-10.RL.5: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RI.3: Analyze how the author constructs 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.

9-10.RI.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).

WRITING:

9-10.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **(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. **(b)** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **(c)** Use a variety of techniques to sequence events so that they build on one another to

READING:

9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.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.

9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work.

9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.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.

9-10.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9-10.R.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9-10.R.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

WRITING:

9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

create a coherent whole. **(d)** Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **(e)** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SPEAKING AND LISTENING:

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **(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. **(b)** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. **(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.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate eye contact, adequate volume, and clear pronunciation.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

SPEAKING AND LISTENING:

9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

LANGUAGE:

9-10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual.

9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

LANGUAGE:

9-10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling.

9-10.L.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. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.

Instructional Resources/Materials:

SAAVAS *myPerspectives*, Unit 1

My Antonia by Willa Cather *This is a yellow novel*

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie *This is a yellow novel*

Cannery Row by John Steinbeck
The Old Man and the Sea by Ernest Hemingway
To Kill a Mockingbird by Harper Lee
A Separate Peace by John Knowles
The Odyssey by Homer
Lord of the Flies by William Golding

Unit/Topic:	Quarter:	Time Frame:
Unit 2: Survival	1-2	6 Weeks
Essential Questions:		
Overarching Unit Question: What does it take to survive?		
Performance-Based Assessment: Should people in life-or-death situations be held accountable for their actions?		
Key Concepts:	Key Vocabulary:	
Textual Analysis: Reading Goals - Evaluate written arguments by analyzing how authors state and support their claims. - Expand knowledge and use of academic and concept vocabulary	Unit Vocabulary - evidence - credible - valid - formulate - logical - Concept Vocabulary: Latin Suffix <i>-tion, -ory, -ary</i> Latin Root <i>-mort, -lum</i> Greek Root <i>-path</i> Multiple-Meaning Words	
Composition: Writing and Research Goals - Write an argumentative essay in which the key elements of an argument are effectively incorporated. - Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition - Writing to Sources: Critical Review - Writing to Sources: Encyclopedia Entry - Writing to Sources: Listener Comment - Use of Rhetoric - Figurative Language - Claims and Ideas - Theme	
Language Goal	Grammar Terminology - Infinitive - Infinitive Phrases	

Correctly use transitions to create cohesion in writing and presentations.	- Punctuation - Participial vs. Absolute Phrases
Speaking and Listening Goals - Collaborate with a team to build on the ideas of others, develop consensus, and communicate. - Integrate audio, visuals, and text in presentations.	Collaborative Student Discussion - retelling - pep talk - oral presentation - group presentation
Priority Standards:	Supporting Standards:
READING: 9-10.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.RL.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. 9-10.RL.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RI.3: Analyze how the author constructs 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. 9-10.RI.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).	READING: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.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. 9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work. 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

9-10.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING:

9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

analyze the cumulative impact of specific word choices on meaning and tone.

9-10.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

WRITING:

9-10.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE:

9-10.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.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.

- a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening

9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9-10 Reading standards to literature.
- b. Apply grades 9-10 Reading standards to informational text and nonfiction.

LANGUAGE:

9-10.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

SPEAKING AND LISTENING:

9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking notes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 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.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Use correct spelling.

9-10.L.3a: Write and edit work so that it conforms to the guidelines in the MLA style manual.

SPEAKING AND LISTENING:

9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

9-10.SL.3: Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instructional Resources/Materials:

SAVVAS *myPerspectives*, Unit 2

The Hunger Games by Suzanne Collins *This is listed on the middle school novel list.*

The Call of the Wild by Jack London *This is listed on the middle school novel list.*

Lord of the Flies by William Golding

The Old Man and the Sea by Ernest Hemingway

The Odyssey by Homer

Life of Pi by Yann Martel

Unit/Topic:	Quarter:	Time Frame:
Unit 3: The Literature of Civil Rights	2	6 Weeks
Essential Questions		
Overarching Unit Question: How can words inspire change? Performance-Based Assessment: Explain how words have the power to provoke, calm, or inspire.		
Key Concepts:	Key Vocabulary:	
Textual Analysis: Reading Goals - Evaluate written arguments and informative texts by analyzing how authors introduce and develop ideas. - Expand knowledge and use of academic and concept vocabulary.	Unit Vocabulary - disrupt - coherent - notation - aggregate - express - roots: <i>-rupt-</i>, <i>-her-</i>, <i>-not-</i>, <i>-greg-</i>, <i>-press-</i> - media vocabulary - argument - poetic structures	
Composition: Writing and Research Goals - Write an informative essay in which complex ideas and information are effectively conveyed. - Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology - transitions - newspaper report - team report	

Language Goals • Smoothly integrate information from varied sources to create cohesion. • Correctly use varied types of clauses as well as parallelism in writing and presentations.	Concept Vocabulary • Word Study: Word Changes • Word Study: Latin Roots: - <i>plac</i>-, -<i>trem</i>-, -<i>voc</i>- • Word Study: Etymology • Conventions: parallel structure, relative clauses • punctuation
Speaking and Listening Goals • Collaborate with a team to build on the ideas of others, develop consensus, and communicate. • Integrate audio, visuals, and text in presentations.	Speaking and Listening Terminology • newscast • multimedia presentation • debate
Priority Standards:	Supporting Standards:
READING: 9-10.RL.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. 9-10.RL.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.6: Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. 9-10. RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	READING 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10. RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.RL.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. 9-10.RI.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. 9-10. R.I.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RI.3: Analyze how the author constructs 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.

9-10.RI.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).

9-10.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RI.9: Analyze seminal and primary documents of historical and literary significance, including how they address related themes and concepts.

WRITING:

9-10.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; incur formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10. R.I.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING:

9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language

e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9-10 Reading standards to informational text and nonfiction.

LANGUAGE:

9-10.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling.

9-10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual.

standards 1–3 up to and including grades 9–10.)

9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

LANGUAGE:

9-10.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

SPEAKING AND LISTENING:

9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9-10.L.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. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING:

9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.

9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Instructional Resources/Materials:

SAVVAS *myPerspectives* Unit 3

To Kill a Mockingbird by Harper Lee

The Color Purple by Alice Walker (This is on the 11th grade novel list)

Go Tell It on the Mountain by James Baldwin *This is a yellow novel.*

Night by Elie Wiesel

Unit/Topic:	Quarter:	Time Frame:
Unit 4: Star-Crossed Romances	3	6 weeks
Essential Questions:		
Overarching Unit Question: Do we determine our own destinies?		
Performance-Based Assessment: Should the opinions of others affect our own choices or destinies?		
Key Concepts:	Key Vocabulary:	
Textual Analysis: Reading Goals: - Evaluate Written arguments by analyzing how authors state and support their claims. - Expand students' knowledge and use of academic and concept vocabulary.	Unit Vocabulary: - endure - pathos - compelling - propose - recurrent - tragedy - Concept Vocabulary: Latin Prefix <i>trans-</i>, <i>counter-</i>, <i>ex-</i>, <i>inter-</i> Latin Root <i>-stress-</i>, <i>-cred-</i> Word Families Multiple Meaning Words	
Composition: Writing and Research Goals: - Write a work of literary criticism in which the student effectively incorporates the key elements of an argument. - Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology: - Author's Style: Figurative Language Organization - Poetic Structure - Dramatic Speeches - Criticism	
Speaking and Listening Goals: - Collaborate in teams to build on the ideas of others, develop consensus, and communicate. - Integrate audio, visuals, and text in presentations.	Speaking and Listening Terminology: - Dramatic Interpretation - Classroom Debate - Performance Review	

Language Goals: Correctly integrate quotations to convey meaning and add variety.	Language Terminology: - Parallelism - Phrases
Priority Standards:	Supporting Standards:
READING: 9-10.RL.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. 9-10.RL.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work. 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 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). 9-10.RI.3: Analyze how the author constructs 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. 9-10.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	READING: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.RL.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. 9-10.RL.6: Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RI.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. 9-10.RI.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). 9-10.RI.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

WRITING:

9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE:

9-10.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and

9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

WRITING:

9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LANGUAGE:

9-10.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Use correct spelling.

9-10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

add variety and interest to writing or presentations.

9-10.L.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.

a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

SPEAKING AND LISTENING:

9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

b. Work with peers to set rules for collegial discussions and

a. Write and edit work so that it conforms to the guidelines in a style manual.

9-10.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING:

9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.

9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

Instructional Resources/Materials:

SAVVAS myPerspectives, Unit 4

The Fault in Our Stars by John Green *This is a yellow novel*

Wuthering Heights by Emily Bronte

Jane Eyre by Charlotte Bronte

Much Ado About Nothing by William Shakespeare

The Taming of the Shrew by William Shakespeare

Romeo and Juliet by William Shakespeare

Unit/Topic:	Quarter:	Time Frame:
Unit 5: Journeys of Transformation	3-4	6 weeks
Essential Questions:		
Overarching Unit Question: What can we learn from a journey? Performance-Based Assessment: When does the journey matter more than the destination?		
Key Concepts:	Key Vocabulary:	
Textual Analysis: Reading Goals: • Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas. • Expand students' knowledge and use of academic and concept vocabulary.	Unit Vocabulary: • voluntary • elucidate • expedite • subsequent • procedure • oral tradition • plot devices • point of view • Concept Vocabulary: Word Parts - Latin Root <i>-sem-</i>, <i>-sim-</i> - media vocabulary - Etymology: Suffice <i>-ine</i>, Greek names - Old English: Suffix <i>-some</i>	

Composition: Writing and Research Goals: • Write an explanatory essay in which students effectively convey complex ideas, concepts, and information. • Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology: • biography • job application • multimedia presentation
Speaking and Listening Goals: • Collaborate in teams to build on the ideas of others, develop consensus, and communicate. • Integrate audio, visuals, and text in presentations.	Speaking and Listening Terminology: • conversation • debate • job interview • group discussion
Language Goals: • Use resources, such as a dictionary or thesaurus, to clarify word meanings and improve writing and presentations.	Language Terminology: • figurative language • author's style: word order • active and passive voice • gerunds
Priority Standards:	Supporting Standards:
READING: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.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. 9-10.RL.5: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.6: Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	READING: 9-10.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.RL.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. 9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work.

9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 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).

9-10.RI.3: Analyze how the author constructs 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.

WRITING:

9-10.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.

9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.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.

9-10.RI.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).

9-10.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9-10.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

WRITING:

9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

- f. Provide a concluding statement or sections that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE:

9-10.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Use correct spelling.

9-10.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and

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.

LANGUAGE:

9-10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual.

9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

SPEAKING AND LISTENING:

9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

content, choosing flexibly from a range of strategies.

a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

SPEAKING AND LISTENING:

9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.

9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Instructional Resources/Materials:

SAVVAS myPerspectives, Unit 5

The Adventures of Huckleberry Finn by Mark Twain

Gulliver's Travels by Jonathan Swift

The Catcher in the Rye by J.D. Salinger

The Curious Incident of the Dog in the Nighttime by Mark Haddon

The Hitchhiker's Guide to the Galaxy by Douglas Adams

The Hobbit by J.R.R. Tolkien

The Odyssey by Homer

Unit/Topic:	Quarter:	Time Frame:
Unit 6: World's End	4	6 weeks
Essential Questions:		
Overarching Unit Question: Why do we try to imagine the future?		
Performance-Based Assessment: Which matters more - the present or the future?		
Key Concepts:	Key Vocabulary:	
Textual Analysis: Reading Goals: • Evaluate written narratives by analyzing how authors craft their stories. • Expand knowledge and use of academic and concept vocabulary.	Unit Vocabulary: • innovate • technique • depiction • introspective • conjecture • Concept Vocabulary: Latin Root <i>-man-</i>, <i>-spec-</i> • Suffixes: <i>-ful</i>, <i>-less</i> • Word families • Media Vocabulary • Author's Style: character development • Setting • Theme • Poetic Structure	
Composition: Writing and Research Goals: • Write a narrative to convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. • Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology: • Narrative elements • Broadcast outline • Script	

Speaking and Listening Goals: • Collaborate to build on the ideas of others, develop consensus, and communicate. • Integrate audio, visuals, and text in presentations.	Speaking and Listening Terminology: • Media vocabulary: radio broadcast • magazine article • Image Gallery • Newscast • Multimedia timeline
Language Goals: • Use adverbial and other types of clauses to convey precise meaning and add sentence variety to writing and presentations.	Language Terminology: • Author's Style: Use of Language • Oral Recitation • Parallelism
Priority Standards: READING: 9-10.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.RL.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. 9-10.RL.5: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Supporting Standards: READING: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.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. 9-10.RL.6: Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. 9-10.RL.7: Analyze the representation of subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work.

9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RI.3: Analyze how the author constructs 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.

9-10.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

WRITING:

9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

9-10.RI.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.

9-10.RI.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).

9-10.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING:

9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.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.

9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LANGUAGE:

9-10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE:

9-10.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

9-10.L.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.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

SPEAKING AND LISTENING:

9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING:

9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Resources/Materials:

SAVVAS myPerspectives, Unit 6

The Road by Cormac McCarthy

Fahrenheit 451 by Ray Bradbury

Paradise Lost & Paradise Regained by John Milton

Epic of Gilgamesh