

Month	# Days	Domain	Standard	Activities/Tools	Assessments
			RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Quotation Sandwich Practice / Textual Evidence Practice with <i>Night</i> : Students are given the claim of a quotation sandwich, and they must provide a signal phrase, a relevant quote from the text that supports the claim, a citation, and then a sentence of commentary after the claim.	Worksheet is graded for required elements and correctness of formatting / citations.
			RL.9-10.2 Analyze literary text development. a. Determine a theme 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. b. Provide an objective summary of the text that includes the theme and relevant story elements.	Theme worksheet for <i>Night</i>	
			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.	Romeo and Juliet: Guided Reading Packet	
			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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).	Romeo and Juliet Character Map Context Clues Packet	
			RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Discuss parallel plots / suspense in <i>Romeo and Juliet</i> (not really analysis, however)	
			RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	x (Idea: Use <i>Night</i>)	
			RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's	O Brother, Where Art Thou? and The Odyssey essay comparison	

		<p>“Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>O Brother, Where Art Thou? and The Odyssey essay comparison</p>	
		<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>	<p>Shakespeare’s Romeo and Juliet Elie Wiesel’s Night Reginald Rose’s 12 Angry Men Homer’s The Odyssey</p> <p>(Add poetry)</p>	
		<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Read Elie Wiesel’s “Hope, Despair and Memory” and complete a SOAPSTone analysis by providing quotes from the speech to support SOAPSTone claims.</p>	<p>SOAPSTone worksheet graded for correctness.</p>
		<p>RI.9-10.2 Analyze informational text development. a. 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 b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</p>	<p>“An Indian Father’s Plea” Students read it, answer comprehension questions, identify elements of an argument present, and write a paragraph summary</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>“An Indian Father’s Plea” Students identify the elements of an effective argument and analyze how the author provides evidence to support the claim; we look at hooks, background information, claim statements, concessions & refutations, support / evidence, etc.</p>	
		<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,</p>	<p>Exercise Five in Etymology Packets, Units One through Ten</p>	

		<p>and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	x	
		<p>RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Read Elie Wiesel's "Hope, Despair and Memory" and complete a SOAPSTone analysis by providing quotes from the speech to support SOAPSTone claims.</p>	<p>SOAPSTone worksheet graded for correctness.</p>
		<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Read <i>Night</i> and view Gerda Weissmann Klein's "One Survivor Remembers"</p>	<p>None</p>
		<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Read "An Indian Father's Plea" and analyze the elements of an argument: hook, claims, counterclaims (concessions and refutations), calls to action</p>	<p>Elements of an Argument chart filled in and graded for correctness.</p>
		<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	x	
		<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Elie Wiesel's "Hope, Despair and Memory"</p> <p>Robert Lake's "An Indian Father's Plea"</p>	
		<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present an argument. b. 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. c. 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</p>	<p>Argumentative essays: Complete a research template, outline, and Works Cited page prior to writing the formal essay. Essay must include a hook, clear claim statement with a claim and a premise, supporting reasons, evidence, counterclaim, and a concluding statement with a call to action.</p>	<p>Essay is graded using a rubric that includes the elements of an argument.</p>

		<p>and concerns. d. 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present information. b. 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 to aid in comprehension, if needed. c. 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. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		
		<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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</p>	<p><i>The Odyssey</i> and <i>O Brother, Where Art Thou?</i> synthesis essay: Students must write a multi-paragraph essay in which they compare, contrast, and synthesize the two stories by choosing three similar components (characters, storyline, etc.) to analyze.</p>	<p>Essay is graded using a rubric specific to the task.</p>
			x	

			words and phrases, telling 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.		

Grade Level _____ Subject _____ Teacher _____

Month	# Days	Domain	Standard	Activities/Tools	Assessments
			W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Argumentative essay, O Brother, Where Art Thou and The Odyssey comparison essay	
			W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	Students complete outlines of essays before composing the formal paper. Argumentative Essays: Students peer edit essays and then revise essays accordingly.	
			W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Students create Research Information Templates in Google Classroom on which to record information from outside sources (author, title of website, quotes, etc.). They then use this template to create their Works Cited pages in Google Classroom and to place quotations into their essays. After the essay is composed in Google Classroom, they can copy and paste their checked Works Cited pages at the end of their essay.	Research Information Template, Works Cited page, and completed essays are all graded for completion and correctness.

		<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Argumentative essays: Complete a research template, outline, and Works Cited page prior to writing the formal essay. Essay must include a hook, clear claim statement with a claim and a premise, supporting reasons, evidence, counterclaim, and a concluding statement with a call to action.</p> <p>Research Information Templates</p>	
		<p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>Comparison essay for <i>The Odyssey</i> and O Brother, Where Art Thou?</p>	
		<p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	<p>Longer: Argumentative essays; comparison essays</p> <p>Shorter: Write your own Odyssey stop, “All But My Life” journal entry</p>	

		<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 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 decisionmaking (e.g., informal consensus, taking votes on key issues, 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 in light of the evidence and reasoning presented.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the</p>	<p>Socratic Seminar after <i>12 Angry Men</i> unit: Students must come to the discussion with prepared concessions and refutations for provided issues, and they must bring their own topics for discussion and debate.</p>	<p>Prepared concessions and refutations checked for completion; seminar graded on participation in discussion</p>
			x	

		credibility and accuracy of each source.		
		SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	x	
		SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Argumentative Essay Presentations	
		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.	x	
		SL.9-10.6 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.)	x (Does a Socratic Seminar count?)	
		L.9-10.1 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, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Sentence patterns (parallel structure, compound & complex sentences with dependent and independent clauses)	
		L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	Daily grammar lessons	

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. Spell correctly.

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

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. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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, part of speech, or

Argumentative essay written using MLA formatting for essay set-up and documentation. r

Etymology Packet exercises

			etymology. 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. 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.	Literary Terms Charts with definitions and examples from the class readings.	
			L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Ten etymology units	