



## Parma High School

### English 9--Semester 1

**Course description:** As set forth in the Idaho Core Standards, English 9 applies strategies of writing instruction, as well as appreciation and understanding of literary and informational texts. Students will participate in critical reading, writing, and thinking tasks on large topics down to the meaning and nuances of words. Students will participate in curriculum enhanced with critical thinking skills, argumentation, varied research skills, and narrative writing tasks. Students will be expected to participate in ongoing classroom dialogue and exploration of the essential questions.

**Adopted Text:** Allen, Janet, et al., eds. *Literature*. Evanston, IL: McDougal Littell, 2008.

**Semester 1 Overview:** Standards have been grouped to facilitate lesson planning. You may use these to create your units throughout the semester, or feel free to group standards in a way that works for your students. Students will critically read both literature and informational texts consistently all year long. Students will carefully analyze the choices a writer makes as well as how he/she develops his/her ideas so that they can more clearly understand the power of their own voice. Students will be asked to examine and wonder about how writing is created across various media and recognize the power of writing delivered in different ways. Students need to be able to use writing types dependent upon purpose and audience.

**By the end of the semester, students will complete a performance task asking them to write a narrative-style memoir using a variety of techniques.**

#### Essential Concepts:

- Narrative Structure
- Characterization and Point of View
- Setting, Mood, and Imagery
- Theme and Symbol
- Author's Purpose
- Author's Style and Voice

#### Essential Questions: Here are possible EQs for the semester.

- What's the power in a story?
- What makes a story good?
- What do the stories we tell say about us?
- Would you visit the past or future if you could?
- What does it take to be a survivor?
- Why are we fascinated by the unknown?
- What makes a setting sinister?
- How important is status?
- What do you look for in a friend?
- Why do we hurt the ones we love?
- Where do you find adventure?
- When is a risk worth taking?
- What if life had a reset button?

Source: "Big Question Transparencies," Resource Manager. Allen, Janet, et al., eds. *Literature*. Evanston, IL: McDougal Littell, 2008.

**Standards Grouping**--Here are some possible ways to group standards for instruction. When planning units, the focus should be on the standards, and the resources chosen should support the standards.

**Group 1:**

**Sample Theme—The Gift of Life**

Life is not a problem to be solved but a reality to be experienced.

--Soren Kierkegaard (1813-1855)

**Example Focus—Various Literature-Related Projects**

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.

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).

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.

RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (eg. Washington's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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 and clauses to convey specific meaning and add variety and interest to writing or presentations.

L.9-10.3: Apply knowledge of language to understand how language functions in different texts, 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 guidelines in a style manual appropriate for the discipline and writing type.

SL.9-10.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irr

**Possible texts:**

Nonfictional Texts

- Informational: "Wilderness Letter," "The Story Behind 'The Cask of Amontillado,'" "From Here to There: The Physics of Time Travel."
- Biography and Autobiography: "Marigolds," "A Walk in the Woods,"
- Speeches: "I have a dream," "Letter from a Birmingham Jail," "The Gettysburg Address."

**Group 2:**

### **Sample Theme—The Wide World of Ideas**

My Alma mater was books, a good library... I could spend the rest of my life reading, just satisfying my curiosity.

--Malcolm X (1925-1965)

### **Example Focus—Independent Novel Reading Program**

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.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (eg. Those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plots or develop the theme

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

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.

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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 9-10-10 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, 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.

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.

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.

### **Possible texts:**

Literary Texts (whole class, literature circles, excerpted pieces of novels):

- Novels such as: *Lord of the Flies*, *Secret Life of Bees*, *Fahrenheit 451*, *Eyes are Watching God*, *The Pearl*, *Great Expectations*, *Tale of Two Cities*, *Crazy Horse Electric Game*, *Witness*, *Out of the Dust*, excerpts from *All Quiet on the Western Front*
- Poems: selected poems with a strong voice

### Group 3:

#### Theme—The Power of Imagination

It's not what you look at that matters. It's what you see.

--Henry David Thoreau (1817-1862)

#### Example Focus—Various Literature-Related Projects

RI.9-10.7: Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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 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.

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.)

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.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (eg., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

#### Possible texts:

Literary Texts (whole class, literature circles, excerpted pieces of novels):

- Short Stories: "The Necklace," "The Scarlet Ibis," and "Through the Tunnel"
- Poems: selected poems with a strong voice
- Film: *A Knight's Tale*

#### Recursive Standards: We revisit these standards through the course of the year.

RL.9-10.10: By the end of grade 9-10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10: By the end of grade 9-10, read and comprehend literary nonfiction in the grades 9-10–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.5: Planning, editing, and revision.

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.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon to link two or more closely related independent clauses.

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

c. Spell correctly.

L.9-10.4: Understanding word semantics and connotation.

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.

SL.9-10.6: Usage of formal academic language.

**Course description:** As set forth in the Idaho Core Standards, English 9 applies strategies of writing instruction, as well as appreciation and understanding of literary and informational texts. Students will participate in critical reading, writing, and thinking tasks on large topics down to the meaning and nuances of words. Students will participate in curriculum enhanced with critical thinking skills, argumentation, varied research skills, and expository writing tasks. Students will be expected to participate in ongoing classroom dialogue and exploration of the essential questions.

**Adopted Text:** Allen, Janet, et al., eds. *Literature*. Evanston, IL: McDougal Littel, 2008.

**Semester 2 Overview:** Standards have been grouped to facilitate lesson planning. You may use these to create your units throughout the semester, or feel free to group standards in a way that works for your students at your school. Students will critically read both literature and informational texts, consistently all year long. Students will carefully analyze the choices a writer makes as well as how he/she develop their ideas so that they can more clearly understand the power of their own voice. Students will be asked to examine and wonder about how writing is created across various media and recognize the power of writing delivered in different ways. Students need to be able to use writing types dependent upon purpose and audience.

**By the end of the semester, students will complete a performance task requiring text-based evidence.**

**Essential Concepts:**

- History, Culture, and the Author
- Author's Purpose
- Author's Style and Voice
- The Language of Poetry
- Elements of Drama
- The Power of Research

**Essential Questions:** Here are possible EQs for this semester.

- To what extent does your past determine your future?
- How does your personal experience guide your beliefs?
- How do your beliefs affect your choices?
- Do regrets matter?
- What is the relationship between choices and consequences?
- How do others' perception of you affect your story?
- What factors shape our values and beliefs?
- Is love stronger than hate?
- Why do people make bad choices?
- How do your decisions affect those around you?
- How does conflict affect your relationships?
- To what extent do your beliefs affect your relationships?
- How do you build trust between people?
- When is trust lost forever?
- What is human nature?
- When does a decision become irreversible?

Source: "Big Question Transparencies," Resource Manager. Allen, Janet, et al., eds. *Literature*. Evanston, IL: McDougal Littel, 2008.

**Standards Grouping**--Here are some possible ways to group standards for instruction. When planning units, the focus should be on the standards, and the resources chosen should support the standards.

**Group 1:**

**Sample Theme—All the World's a Stage**

*We know what we are, but know not what we may be.*

--William Shakespeare (1564-1616)

### Example Focus—Various Plays

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.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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.

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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.

RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Julia Diaz's "Portrait" and Allende's *And of Clay are We Created*).

RL.9-10.9-10: Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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.

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 draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- 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").

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9 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, 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.

**Suggested texts:**

#### Literary Texts:

- Plays: *Romeo and Juliet*
- Poems: sonnets, other poetry with strong characterization and themes
- Informational Texts: History of Drama and Shakespearean Tradition, The Development of the Globe Theater
- Various short stories: some examples are...“Gift of the Magi”, “Cask of Amontillado”, “The Most Dangerous Game”

#### Group 2:

##### Sample Theme--Know Thyself

*Knowing yourself is the beginning of all wisdom.*

-- Aristotle (384-322 BC)

##### Example Focus—Frosh Memoir Project

RI.9-10.7: Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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 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.

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.)

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.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (eg. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

#### Group 3:

##### Sample Theme—The Flame of Curiosity

*We are what we think. All that we are arises with our thoughts. With our thoughts, we make the world.*

--Buddha (563-583BC)

##### Example Focus—Expository Evidence-Based Writing Project

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.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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.



RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.9-10: 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 draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- 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").

**Recursive Standards: We revisit these standards through the course of the year.**

RL.9-10.10: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10: By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.5: Planning, editing, and revision.

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.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.9-10.2: 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. Spell correctly

L.9-10.4: Understanding word semantics and connotation.

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.

SL.9-10.6: Usage of formal academic language.

The Common Core State Standards (CCSS) are intended to promote depth of inquiry and learning. The nature of language instruction allows for multiple standards to be satisfied at once. For this reason, it is best to view English CCSS as seamless integration. English CCSS are not meant to be understood nor utilized in a mutually-exclusive fashion.

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RL--Reading Literature	RI--Reading Informational	W--Writing	SL--Speaking/Listening	L--Language (Grammar)
RL.9-10.1	RI.9-10.1	W.9-10.1	SL.9-10.1	L.9-10.1
RL.9-10.2	RI.9-10.2	W.9-10.2	SL.9-10.2	L.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	L.9-10.3
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	L.9-10.4
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	L.9-10.5
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	L.9-10
RL.9-10.7	RI.9-10.7	W.9-10.7		
RL.9-10.9	RI.9-10.8	W.9-10.8		
RL.9-10.10	RI.9-10.9	W.9-10.9		
	RI.9-10.10	W.9-10.10		

