



## Parma High School

### English 10--Semester 1

**Course description:** As set forth in the Idaho Core Standards, English 10 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 advanced 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 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 on purpose and audience.

**By the end of the semester, students will complete a performance task asking them to write an evidence-based argument using a variety of texts.**

#### Essential Concepts:

- Plot, Setting, and Mood
- Character Development
- Narrative Devices
- Theme
- Author's Purpose
- The Power of Research
- Argument and Persuasion
- The Language of Poetry
- Elements of Drama

#### 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?
- What if everyone were the same?
- Where is the balance between personal freedoms and societal responsibilities?
- When is rebellion necessary, when is it dangerous, when is it irresponsible?
- Who determines whether rebellion is successful?
- What is our responsibility to others?
- What makes something valuable?
- What do you take for granted?
- When should we trust our instincts?
- Is survival a matter of chance?

- How important is telling the truth?
- Does knowledge come at a price?
- To what extent does power or the lack of power affect individuals?
- Can literature serve as a vehicle for social change?
- What does power have to do with fairness or justice?
- What does it mean to be invisible?
- How good are you at judging people?
- Why do we hold grudges?
- What factors shape our values and beliefs?
- What creates prejudice and how can we overcome it?

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—Freedom of Speech

*It is the mark of an educated mind to be able to entertain a thought without accepting it.*

--Aristotle (384-322 B)

#### Example Focus—Issue-Based Journaling, Discussion, and Debate

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.

- 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.
- 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 objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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:**

## Informational Texts

- “I have a dream” “Letter from a Birmingham Jail” “The Gettysburg Address”
- Historical speeches <http://www.artofmanliness.com/2008/08/01/the-35-greatest-speeches-in-history/>
- *A White House Diary*, “Appearances are Destructive”, “A Future in my Arms” (from *Literature*)
- Current Events tied back to culture, history, and literature

**Group 2:****Sample Theme—Author’s Craft**

*Honest disagreement is often a good sign of progress.*

--Mahatma Gandhi (1869-1948)

**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.

**Suggested texts:**

## Literary Texts:

- Plays: *Julius Cesar*, *Much Ado about Nothing*
- Poems: sonnets, other poetry with strong characterization and themes
- Various short stories: some examples are...“Searching for Summer”, “Harrison Bergeron”, “And of Clay We are Created”

**Group 3:****Sample Theme—Worldview and Change**

*You must be the change you wish to see in the world.*

--Mahatma Gandhi (1869-1948)

### Example Focus—Apartheid and Racism 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.
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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.

### 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 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.

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**Adopted Text:** Allen, Janet, et al., eds. *Literature*. Evanston, IL: McDougal Littell, 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. The timeframe will depend on your professional judgment. 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 on purpose and audience.

**By the end of the semester, students will complete a performance task asking them to write an evidence-based argument using a variety of texts.**

**Essential Concepts:**

- Author's Style and Voice
- History, Culture and the Author
- The Power of Research
- Argument and Persuasion
- Character Development
- Narrative Devices
- Theme
- Author's Purpose
- The Language of Poetry
- Elements of Drama

**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?
- Where is the balance between personal freedoms and societal responsibilities?
- When is rebellion necessary, when is it dangerous, when is it irresponsible?
- Who determines whether rebellion is successful?
- What is our responsibility to others?
- To what extent does power or the lack of power affect individuals?
- Can literature serve as a vehicle for social change?
- What does power have to do with fairness or justice?
- What does it mean to be invisible?
- What factors shape our values and beliefs?
- What creates prejudice and how can we overcome it?
- What's wrong with holding a grudge?
- What are inalienable rights?
- What are civil rights?
- Are all people equal?
- What does true equality mean?
- What are we afraid of?
- How much control should the government have?
- How can we balance freedom and responsibility?
- What rules and responsibilities do citizens have to take on in order to affect change?

- How do U.S. historical and literary documents address related themes and concepts?
- When should an individual take a stand against what he/she believes to be an injustice?

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—Wanderlust

*Every man can transform the world from one of monotony and drabness to one of excitement and adventure.*

--Irving Wallace (1916-1990)

#### Example Focus—Independent Novel Reading Project

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.

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

- 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]").
- 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 9-10-10 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, 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.

## **Group 2:**

### **Sample Theme--Discovery**

*The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.*

---Marcel Proust (1871-1922)

### **Example Focus—Primary and Secondary Text Analysis**

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: *To Kill a Mockingbird*, *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—I Have a Dream (Social Justice)**

*However many holy words you read, however many you speak, what good will they do you if you do not act on upon them?*

--Buddha (563-483 BC)

**Example Focus—Justice 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.

- 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.
- 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 objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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.

- 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]").
- 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").

**Suggested texts:**



Literary Texts

- Novel: *To Kill a Mockingbird*
- Plays: *Julius Cesar*
- Poems: sonnets, other poetry with strong characterization and themes
- Film: *The Power of One*

**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.

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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.9-10.6
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		