

“English 10/ Honors English 10” UBD

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
LANGUAGE					

L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	
	L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	

ELA PRIORITY STANDARDS BY UNIT

HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	X	X
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	X	X		X
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X	X	X	X
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X	X
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X	X		X
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		X	X	
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X	X	X	X

COURSE INFORMATION

ENGLISH 10/ HONORS ENGLISH 10

CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	18 weeks
GRADE LEVEL	DATE LAST REVIEWED
10	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
English 9 or 9 Honors	4/11/23

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

English 10 requires students to read a variety of fiction and nonfiction texts and encourages students to connect their reading to themselves, other content discipline areas, other fiction and nonfiction texts, and ultimately to their larger global community. The course will also introduce students to the art of persuasion and put the skills of persuasion into practice. In addition, students will learn a variety of different essay modes including persuasive, analytical, reader response, narrative, and research writing.

Honors English 10 requires students to read a variety of more complex fiction and nonfiction texts at a faster pace and independence. Students are similarly encouraged to connect their reading to themselves, other content discipline areas, other fiction and nonfiction texts, and ultimately to their larger global community, but will engage in this work through more close-reading analysis which focuses on the author's craft and purpose. The course will also introduce students to the art of persuasion and put the skills of persuasion into practice through original writing and rhetorical analysis of historical texts. In addition, students will learn a variety of different essay modes including persuasive, analytical, reader response, narrative, and research writing. Finally, the research unit will expose students to higher level organizational thinking such as argumentation, synthesis, and/or comparison and contrast.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and

ESSENTIAL QUESTIONS

Overarching themes:
Unit 1

assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

- What can we learn from a journey?
- What are the benefits and consequences of questioning the status quo?

Unit 2

- How can words or actions big or small inspire/impact change?
- What are the factors that move individuals / communities / nations to great sacrifice and what are the consequences?

Unit 3

- How can one individual's experiences reflect the struggles of an entire community/nation?
- How does one weigh or consider one's own needs/rights compared to the needs of others and the community?

Unit 4

- How can someone be a discerning and aware consumer of information?
- How does the occasion and audience impact messaging choices?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Literary Analysis

In this unit, students will develop reading and writing skills through their study of a whole-class text. Students will “zoom in” on the literature to develop close-reading comprehension and analysis skills that fine-tune their understanding of an author’s craft, word choice, and structure. Additionally, students will “zoom out” to further their analysis of elements of fiction (e.g. character, conflict, setting, symbol, theme, etc.) as they relate to one or more of the unit’s Essential Questions. The teacher may support this unit with shorter, supplementary texts that will enhance students’ reading/writing development and/or facilitate deeper connections with the anchor text.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions		
<i>Students will keep considering...</i>		
<ul style="list-style-type: none"> → What can we learn from a journey? → What are the benefits and consequences of questioning the status quo? 		
Unit Priority Standards and Learning Targets		Assessment Evidence
<i>Students will know and be able to...</i>		<i>Performance is evaluated in terms of... Students will show their learning by...</i>
READING	R1 LTs	Success Criteria Rubrics
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite	<ul style="list-style-type: none"> ● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences. ● I can determine the meaning of words and phrases, 	<ul style="list-style-type: none"> → Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

<p>specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>including figurative and connotative meanings.</p> <p>R4 LTs</p> <ul style="list-style-type: none"> I can analyze the impact of specific word choices on meaning, tone, and mood. <p>R6 LTs</p> <ul style="list-style-type: none"> I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). 	<p>→ CEEAL Rubric "Under Construction"</p> <p>Performance Task Description:</p> <ul style="list-style-type: none"> Literary Analysis that addresses an essential question using the organizational strategies of compare and contrast, cause and effect, or expository Close-reading Analysis to assess students' comprehension and reading learning targets <p>Key Feedback & Assessment Strategies:</p> <p>Modification:</p> <ul style="list-style-type: none"> Sentence Framing, Visual Organizers, Appropriate Leveled Text, limited choices on comprehension check <p>Extension (could be used for Honors, or any student or groups that might benefit from the extension):</p> <ul style="list-style-type: none"> A more rigorous text or examining two texts, and structure of essay, AP Style questions (applied practice), examination of literary criticism or literary lenses
<p>WRITING Skills</p> <p>W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> I can write literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which 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. 	
<p>LANGUAGE Skills</p> <p>L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking: <ol style="list-style-type: none"> Use parallel structure. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). 	
<p>PRIMARY RESOURCE <i>if applicable</i></p> <p><i>In this unit, all class reads may include...</i></p> <ul style="list-style-type: none"> <i>The Odyssey</i> by Homer 		

- *Things Fall Apart* by Achebe
- *Fahrenheit 451* by Bradbury
- *All Quiet on the Western Front* by Remarque
- *Their Eyes Were Watching God*, by Hurston

In this unit, supplementary texts may include...

- *Inherit the Wind* by Lawrence & Lee
- *Cyrano de Bergerac* by Rostand

Unit 2: Research

This unit is designed to grow students' real life research and writing prowess. As they navigate sources on both the Free Web and our subscription databases, students will apply filters to determine source credibility and relevance. The act of filtering extends also to habits of note-taking as they determine what should be summarized versus paraphrased versus directly quoted. Students will practice using key words to manipulate the scope of their research and fill in the gaps in their understanding.

In addition to fine-tuning the art of writing about and citing information from outside sources, students will also demonstrate communication and critical thinking skills as they synthesize their research to engage in class debates related to their research subject.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> • What are the factors that move individuals / communities / nations to great sacrifice and what are the consequences? • How can one individual's experiences reflect the struggles of an entire community/nation? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1 Read closely to determine what the text says explicitly/implicitly and to make	R1 LTs <ul style="list-style-type: none"> • I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences. 	Success Criteria Rubrics → Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the

<p>logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>R4 LTs</p> <ul style="list-style-type: none"> I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). <p>R6 LTs</p> <ul style="list-style-type: none"> I can explain how an author's/[subject's] geographic location, identity, and culture affect perspective. 	<p>unit learning, and feedback.</p> <p>Performance Task Description:</p> <ul style="list-style-type: none"> → <i>Essay/Website on a person of impact, including research, that uses chosen methods of development such as cause and effect, they say/I say, examples.</i> → <i>March Madness Bracket Debates of Import (short speeches on agents of change)</i> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> <i>Modification: Sentence Framing, Visual Organizers, Appropriate Leveled Text</i> <i>Extension: compare and contrast, argument (who had more of an impact?) additional database resources (2+); more sources or peer-reviewed sources</i>
<p>WRITING Skills</p> <p>W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> I can write to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which introduce precise claim(s) I can develop claim(s) 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. 	
<p>SPEAKING & LISTENING Skills</p> <p>SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,</p>	<p>SL1</p> <ul style="list-style-type: none"> I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. I can support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. <p>SL4</p> <ul style="list-style-type: none"> I can present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. 	

development, and style are appropriate to task, purpose, and audience.		
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking: <ul style="list-style-type: none"> a. Use parallel structure. b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). 	
PRIMARY RESOURCE <i>if applicable</i> NA		

Unit 3: Memoir

Building on many of the reading skills from the literary analysis unit, students now will be expected to take responsibility for making their thinking, connecting, and processing of a text visible without the structured support and resources of the classroom teacher. Rather, the nuances of character, progression of theme and symbol, and significance of authors’ word choice will be unpacked in small group book discussions. From a content perspective, students will explore the cultural practices and conflicts of another country, but will also put either an individual’s or a culture’s values under a microscope as the first step towards deciphering and writing about the value that is particularly meaningful to them in the *This I Believe* speech.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>	
<ul style="list-style-type: none"> ● How can one individual’s experiences reflect the struggles of an entire community/nation? ● How does one weigh or consider one’s own needs/rights compared to the needs of others and the community? 	
Unit Priority Standards and Learning Targets	Assessment Evidence

<i>Students will know and be able to...</i>		<i>Performance is evaluated in terms of... Students will show their learning by...</i>
<p>Reading Skills</p> <p>R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>R1 LTS</p> <ul style="list-style-type: none"> I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences. I can develop questions for further exploration of a text. <p>R6 LTS</p> <ul style="list-style-type: none"> I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). I can explain how an author's/[subject's] geographic location, identity, and culture affect perspective. 	<p>Success Criteria Rubrics</p> <ul style="list-style-type: none"> Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback <p>Performance Task Description:</p> <ul style="list-style-type: none"> <i>Anchor text - Philosophical chairs, Socratic Seminar</i> <i>Reading Response via Long Write- students will analyze in writing an idea from their reading from different angles.</i> <i>Book Clubs - Graded discussions</i> <i>Close-reading Analysis to assess students' comprehension and reading learning targets</i> <i>This I Believe Speech analysis</i> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> <i>Modification: Sentence Framing, Visual Organizers, Appropriate Leveled Text, limited choices on comprehension check</i> <i>Extension: Memoir Book Talk & Cultural Impact Presentations</i>
<p>W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> I can write to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which introduce precise claim(s) 	
<p>SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. I can work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate 	

	<p>others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.</p> <ul style="list-style-type: none"> I can engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify my views and understanding and make new connections in light of the evidence and reasoning presented. 	
<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking: <ul style="list-style-type: none"> a. Use parallel structure. b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). 	

PRIMARY RESOURCE *if applicable*
In this course, all class reads may include
- *Night* by Elie Wiesel

Unit 4: Persuasion

Through a combination of fiction and non-fiction texts, students will engage in close-reading, deep-thinking analysis of authors' diction and syntactical choices. The formative assessment activities ask students to both identify and apply elements of persuasion (logos, pathos, ethos) while discerning the language and logical fallacies that are designed to manipulate or mislead readers. Given a range of summative assessment choices, all students will consider purpose, occasion, and audience to create persuasive texts that appropriately apply the elements of persuasion.

DESIRED RESULTS	ASSESSMENT EVIDENCE
<p>Essential Questions <i>Students will keep considering...</i></p>	

- How can someone be a discerning and aware consumer of information?
- How does the occasion and audience impact messaging choices?

Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<p>Reading</p> <p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>R4 LTs</p> <ul style="list-style-type: none"> • I can analyze the impact of specific word choices on meaning, tone, and mood. • I can examine technical or key terms and how language differs across genres. <p>R6 LT</p> <ul style="list-style-type: none"> • I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, and devices). 	<p>Success Criteria Rubrics</p> <ul style="list-style-type: none"> → Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback <p>Performance Task Description:</p> <ul style="list-style-type: none"> → <i>Mock Trial</i> → <i>Persuasive Speech</i> → <i>Mini debates</i> → <i>Shark Tank speeches/pitches / PSAs / Advertisements</i> → <i>Visual character sketches (one of the plays)</i> → <i>Analysis of persuasive text (ad, tv commercial, movie trailer, appropriate film, anchor text)</i> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> • <i>Modification: Engineered groups/roles, Sentence Framing, Visual Organizers, Appropriate Leveled Text</i> • <i>Extension: Rhetorical analysis of classical historical speech,/texts, logical fallacies, persuasive speech analysis essay</i>
<p>Writing</p> <p>W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • I can write to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which introduce precise claim(s) • I can develop claim(s) 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. 	
<p>Speaking and Listening</p> <p>SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL4</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. • Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. 	

<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking: <ul style="list-style-type: none"> a. Use parallel structure. b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). 	
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<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include</i></p> <ul style="list-style-type: none"> - <i>Twelve Angry Men</i> by Rose - <i>Julius Caesar</i> by Shakespeare - <i>MacBeth</i> by Shakespeare - <i>Inherit the Wind</i> by Lawrence & Lee - <i>Radium Girls</i> by Gregory (play version)
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Language Addendum

<p><i>Priority functions address via Priority Standards throughout course:</i> Students will identify and utilize grammar skills associated with the structure and function of sentence parts, including subject/predicate, clauses (independent, dependent, adverbial), sentence types (simple, compound, complex, compound-complex), and relevant punctuation rules (commas, semicolons, colons).</p> <p><i>Supporting functions addressed via Supporting Language Standards throughout course:</i></p> <ul style="list-style-type: none"> ● KNOWLEDGE OF LANGUAGE: <p>L9: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

VOCABULARY ACQUISITION AND USE

L.9-10.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

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

L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.

b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.