

Crawfordsville High School | Curriculum & Pacing Guide

Department: English Language Arts			
Course: English 10 EF	Grade: 10	Quarter: 1 of 4	Last Updated: 5/18/23

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
The Human Condition: The Fight to Survive (3 Weeks)	<p>9-10.RC.1 (analyze text through evidence)</p> <p>9-10.RC.2 (development of two or more themes)</p> <p>9-10.RC.3 (effect of structure)</p> <p>9-10.RC.9 (context clues)</p> <p>9-10.RC.12 (analyze diction in literature)</p> <p>9-10.W.1 (write arguments)</p> <p>9-10.W.6 (grammar and usage)</p> <p>9-10.W.7 (writing conventions)</p> <p>9-10.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> Learn about Klondike Goldrush Context through Presentation Read “To Build a Fire” by Jack London (Short Story, StudySync) Analyze the effect differing perspectives in “To Build a Fire” through short responses Analyze the authors opinions through inferences from flashbacks in “To Build a Fire” through quiz questions or short responses Analyze how setting develops conflict in “To Build a Fire” through quiz questions or discussion 	<ul style="list-style-type: none"> Analyze the development of instinct and intelligence as themes in constructed response (To Build a Fire) Describe how tone contributes to the sense of danger in constructed response (“To Build a Fire”) Discuss human nature and the prospector’s alertness of things vs their significance in a Socratic seminar (“To Build a Fire”)
The Human Condition: Savage Hearts (6 Weeks)	<p>9-10.RC.1 (analyze text through evidence)</p> <p>9-10.RC.2 (development of two or more themes)</p> <p>9-10.RC.3 (effect of structure)</p> <p>9-10.RC.9 (context clues)</p> <p>9-10.RC.12 (analyze diction in literature)</p> <p>9-10.W.1 (write arguments)</p> <p>9-10.W.4 (writing process)</p> <p>9-10.W.6 (grammar and usage)</p> <p>9-10.W.7 (writing conventions)</p>	<ul style="list-style-type: none"> Complete raft building survival exercise Read <i>Lord of the Flies (LotF)</i> by William Golding (Novel, Physical Copy) Consider the meaning of vocabulary terms in context through quiz questions or short responses Infer and interpret qualities and motives of characters through quiz questions or short responses. 	<ul style="list-style-type: none"> Consider the Romantic qualities in the classic British trope of being lost on an island compared to the text in constructed response (<i>LotF</i>) Compare the characteristics of Jack and Ralph as leader in a constructed response (<i>LotF</i>) Discuss how the boys’ life on the island has changed along with the development of fear in a constructed response (<i>LotF</i>) Analyze how a symbol demonstrates the theme of civilizations toward savagery over the course of the novel in a major essay (<i>LotF</i>)

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
	9-10.CC.1 (collaborative discussions)		

Department: English Language Arts			
Course: English 10 EF	Grade: 10	Quarter: 2 of 4	Last Updated: 5/30/23

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Memoir <i>Night</i> (5-6 weeks)	9-10.RC.4 (development of two or more central ideas) 9-10.RC.5 (connections of ideas or events) 9-10.RC.6 (author's rhetoric) 9-10.RC.9 (context clues) 9-10.W.1 (write arguments) 9-10.CC.1 (collaborative discussions) 9-10.CC.5 (evaluate multiple sources) 9-10.CC.8 (analyze bias)	<ul style="list-style-type: none"> ● Read "The Perils of Indifference" by Elie Wiesel (Speech, StudySync) ● Discuss context and value of Wiesel speech ● Examine how the idea of indifference is developed and connected to emotion throughout the speech through discussion and short responses ● Read <i>Night</i> by Elie Wiesel (Novel, Physical Copy) ● Use context clues to determine the meaning of appropriate vocabulary terms in the text through quiz questions and short responses ● Consider the author's purpose for writing <i>Night</i> through short responses, quiz questions, and discussion ● Introduce ekphrastic poetry to 	<ul style="list-style-type: none"> ● Analyze how the author develops perspective in various situations through constructed responses. ● Analyze how author's perspective develops the ideas of death and family in <i>Night</i> through constructed responses. ● Explore the ideas of mood and tone in <i>Night</i> through the author's rhetoric and style using constructed response.

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
		explore the emotion behind the art of Holocaust survivors	
Historical Fiction <i>The Book Thief</i> (2-3 weeks)	9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes) 9-10.W.1 (write arguments) 9-10.W.4 (writing process) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions)	<ul style="list-style-type: none"> • Watch <i>The Book Thief</i> (Film) • Infer and interpret qualities and motives of characters through quiz questions or short responses. • Consider the unique role of death in the film through quiz questions and short responses • Analyze how Liesel’s character develops over the course of the film through short response and discussion 	<ul style="list-style-type: none"> • Analyze how the idea and character of death is different in the context of this film through constructed response • Analyze how the idea of family changes the character of Liesel through constructed response • Analyze and compare the ideas of death or family to those found in <i>Night</i> in a major essay.

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Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Dystopia <i>Fahrenheit 451</i> (6-7 weeks)	9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes) 9-10.RC.3 (effect of structure) 9-10.RC.9 (context clues) 9-10.W.1 (write arguments) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions)	<ul style="list-style-type: none"> • Read “The Refusal” by Franz Kafka (Short Story, StudySync) • Consider the meaning of vocabulary terms in context through quiz questions or short responses • Determine the setting through inferences and interpretations from the text using quiz questions and short responses 	<ul style="list-style-type: none"> • Analyze how Montag’s character changes throughout the course of the novel using constructed response • Examine the relationship of Beatty and Montag, or Montag and Mildred, and compare this relationship to that of Montag and Clarisse through constructed response. • Demonstrate understanding of character, plot, and themes in <i>F451</i> on a final test using a mix of quiz questions, short responses, and

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
	9-10.CC.1 (collaborative discussions)	<ul style="list-style-type: none"> ● Read <i>Fahrenheit 451</i> by Ray Bradbury (Novel, Physical Copy) ● Determine setting and character through implicit and explicit evidence using quiz questions and short responses ● Consider the development of the ideas of conformity, individualism and government by comparing characters using discussion and short responses ● Examine predominant speeches made by Beatty and Faber to understand setting and the development of major ideas of conformity and individualism through class discussions and short responses. ● Analyze the effect of structure on pacing, setting, and character through class discussion. ● Analyze major allusions to The Allegory of the Cave and Ecclesiastes through videos and class discussion. 	constructed responses
Create Change (3-4 weeks)	9-10.W.1 (write arguments) 9-10.W.4 (writing process) 9-10.W.5 (research) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions) 9-10.CC.3 (expand conversations) 9-10.CC.4 (respond to multiple perspectives) 9-10.CC.7 (present information)	<ul style="list-style-type: none"> ● Determine local issues and the challenges faced in responding to them through class discussion ● Present the context of local government and how elected officials work with citizens to solve problems giving examples from press releases in small communities ● Conduct research to establish context for the issue and support 	<ul style="list-style-type: none"> ● Students will write an argumentative essay from the perspective of an elected official explaining a local issue they have identified, presenting research and statistics, as well as an action plan to move this issue forward in a positive direction through a major essay.

Unit:	9-10 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<p>action plan using a graphic organizer or writing outline.</p> <ul style="list-style-type: none"> ● Reach out to local officials and administrations regarding issues that have been identified to enhance understanding of local context and the current state of the issue. ● Peer review drafts of different sections of the essay along the way using predetermined comments generated by the teacher to evaluate. 	

Department: English Language Arts			
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Unit:	9-10 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Drama (4-5 weeks)	<p>9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes) 9-10.RC.3 (effect of structure) 9-10.RC.5 (connections of ideas or events) 9-10.RC.9 (context clues) 9-10.RC.13 (analyze diction in nonfiction) 9-10.W.1 (write arguments) 9-10.W.6 (grammar and usage)</p>	<ul style="list-style-type: none"> ● Watch <i>Oedipus Rex</i> (Film) ● Consider the effect of structure on the overall meaning of the play using class discussion ● Read “Introduction to Oedipus the King” by Bernard Knox (Essay, StudySync) ● Analyze connection of ideas using what the text says through quiz questions ● Determine the meaning of appropriate vocabulary using 	<ul style="list-style-type: none"> ● Demonstrate understanding of relevant terms related to drama through quiz questions ● Analyze the tragic nature of Oedipus’s character development using class discussion ● Analyze the symbol of the marigolds in <i>Marigolds</i> through constructed response ● Analyze the connection between character and theme in <i>Marigolds</i> through constructed response

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
	<p>9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions)</p>	<p>context and the way they are used in nonfiction through quiz questions</p> <ul style="list-style-type: none"> ● Read <i>The Effect of Gamma Rays on Man-in-the-Moon Marigolds</i> by Paul Zindel (Play, Physical Copy) ● Determine the meaning of important contemporary drama vocabulary terms through online research ● Evaluate the character change of Beatrice at the end of Act 1 and make a predictions about Act 2 using short response 	
Facing Eternity (4-5 weeks)	<p>9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes) 9-10.RC.3 (effect of structure) 9-10.RC.9 (context clues) 9-10.W.1 (write arguments) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> ● Read “Do not go gentle into that good night” by Dylan Thomas ● Consider the effect of structure on the overall meaning of poems using class discussion ● Analyze connection of ideas using what the text says through quiz questions and class discussion ● Determine the meaning and find examples of important poetry vocabulary terms through online research ● Analyze themes and elements of the poem through class discussion ● Watch <i>Interstellar</i> (Movie) ● Evaluate how the meaning of the poem changes and is reinterpreted in the context of the movie using short response ● Consider the traits of different 	<ul style="list-style-type: none"> ● Demonstrate understanding of relevant terms related to poetry through quiz questions ● Analyze the use of poetic elements to create meaning in poetry, using song lyrics, through a major essay.

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
		characters in <i>Interstellar</i> in regards to the themes of Thomas's poem using short response	

ELA 9-10 Standards, 2023		
Standards identified by IDOE as essential for mastery by the end of each grade band are indicated with yellow shading and an (E). The learning outcome statement for each domain immediately precedes each set of standards.		
Reading Comprehension		
Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.		
9-10.RC.1 (analyze text through evidence)	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)	cite text evidence inference interpretation
9-10.RC.2 (development of two or more themes)	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)	theme
9-10.RC.3 (effect of structure)	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	parallel episodes pacing flashback tension
9-10.RC.4 (development of two or more central ideas)	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	central idea
9-10.RC.5 (connections of ideas or events)	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.	ordering: chronological, logical, spatial, importance introduction body

		conclusion transitional words
9-10.RC.6 (author's rhetoric)	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	perspective purpose rhetoric
9-10.RC.7 (delineate and evaluate argument)	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.	fallacies reasoning evidence
9-10.RC.8 (U.S. and world documents)	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	synthesize
9-10.RC.9 (context clues)	Use context to determine or clarify the meaning of words and phrases.	context clues
9-10.RC.10 (word nuance)	Analyze nuances in the meaning of words with similar denotations.	denotations connotations
9-10.RC.11 (patterns of word changes)	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<i>e.g., analyze, analysis, analytical; advocate, advocacy</i>).	patterns suffix parts of speech
9-10.RC.12 (analyze diction in literature)	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)	figurative language connotative words word choice tone multiple meanings metaphor similes personification hyperbole euphemisms pun formal/informal
9-10.RC.13 (analyze diction in nonfiction)	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	figurative meanings connotative meanings technical meanings word choice tone

Writing

Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.

<p>9-10.W.1 (write arguments)</p>	<p>Write arguments in a variety of forms that:</p> <ol style="list-style-type: none"> Introduce 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. Use rhetorical strategies to enhance the effectiveness of the claim. 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 effective transitions 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 consistent style and tone appropriate to purpose and audience. Provide a concluding statement or section that follows from and supports the argument presented. (E) 	<p>arguments precise claims counterclaims reasons evidence transitions consistent style and tone concluding statement</p>
<p>9-10.W.2 (write informative compositions)</p>	<p>Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions Develop the topic utilizing credible sources with 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 transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). (E) 	<p>topic complex ideas facts definitions details quotations information examples transitions vocabulary choice style concluding statement topic sentence supporting sentence clincher paraphrase</p>
<p>9-10.W.3 (write narrative compositions)</p>	<p>Write narrative compositions in a variety of forms that–</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	<p>narrative conflict pacing sensory details setting problem points of view events</p>

	<ul style="list-style-type: none"> e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (E) 	
9-10.W.4 (writing process)	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, 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 (<i>e.g., use of publishing programs, integration of multimedia</i>) c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. 	draft revision editing
9-10.W.5 (research)	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> a. Formulate an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the usefulness of each source in answering the research question. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation. f. Present information, choosing from a variety of formats. (E) 	inquiry questions authoritative sources annotations plagiarism synthesis
9-10.W.6 (grammar and usage)	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> a. Verbs– Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. b. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E) 	pronouns verbs phrases clauses dangling modifiers misplaced modifiers parallel structure verb tense usage
9-10.W.7 (writing conventions)	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <ul style="list-style-type: none"> a. Punctuation – Using a semicolon and a conjunctive adverb to link two or more 	

	closely related independent clauses. (E)	
Communication and Collaboration Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.		
9-10.CC.1 (collaborative discussions)	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)	collaborative discussions
9-10.CC.2 (textual evidence in discussion)	Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas. (E)	textual evidence
9-10.CC.3 (expand conversations)	Expand 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.	clarify verify qualify challenge
9-10.CC.4 (respond to multiple perspectives)	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	
9-10.CC.5 (evaluate multiple sources)	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	synthesize discrepancy credibility
9-10.CC.6 (evaluate speaker's argument)	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	rhetoric tone
9-10.CC.7 (present information)	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	evidence purpose
9-10.CC.8 (analyze bias)	Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. (E)	