

# Crawfordsville High School | Curriculum & Pacing Guide

<b>Department:</b> English Language Arts			
<b>Course:</b> English 10 AB	<b>Grade:</b> 10	<b>Quarter:</b> 1 of 4	<b>Last Updated:</b> 5/13/23 Bryant

<b>Unit:</b>	<b>9-10 Standards (Essential <i>bolded and italicized</i>):</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Human Potential: Part 1 of <i>To Kill a Mockingbird</i> (TKAM)  (4 weeks)	<b>9-10.RC.1 (analyze text through evidence)</b> <b>9-10.RC.2 (development of two or more themes)</b> 9-10.RC.3 (effect of structure) 9-10.RC.9 (context clues) 9-10.RC.10 (word nuance) <b>9-10.RC.12 (analyze diction in literature)</b> 9-10.RC.13 (analyze diction in nonfiction) <b>9-10.W.1 (write arguments)</b> <b>9-10.W.2 (write informative compositions)</b> 9-10.W.4 (writing process) <b>9-10.W.5 (research)</b> <b>9-10.W.6 (grammar and usage)</b> <b>9-10.W.7 (writing conventions)</b> <b>9-10.CC.1 (collaborative discussions)</b> <b>9-10.CC.2 (textual evidence in discussion)</b>	<ul style="list-style-type: none"> <li>• Read <i>To Kill a Mockingbird</i> (Chapters 1-6)</li> <li>• Discuss themes and characters</li> <li>• Compare/contrast characters: Burris Ewell &amp; Walter Cunningham (Venn diagram)</li> <li>• Determine Truth vs. Fiction of Boo Radley (T-chart)</li> <li>• Read from <i>Lumberjanes</i></li> <li>• Explain and analyze the characteristics of an excerpt from the multimedia text</li> <li>• Summarize text in ways that maintain meaning and logical order</li> <li>• Work in whole group and small group on prewriting for 2-3 paragraphs</li> <li>• Read <i>To Kill a Mockingbird</i> (Chapters 7-11)</li> <li>• Discuss how characterization contributes to the author's purpose</li> <li>• Read from <i>I Know Why the Caged Bird Sings</i></li> <li>• Identify and analyze figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe character traits and setting details, as well as articulate the conflict that is integral to the story's plot in short constructed response and objective questions.</li> <li>• Write two paragraphs connecting <i>To Kill a Mockingbird</i> 1-6 to <i>Lumberjanes</i> excerpt</li> <li>• Explain the connection between <i>To Kill a Mockingbird</i> 7-11 and <i>I Know Why the Caged Bird Sings</i> excerpt by describing a personal experience of connecting with someone over a book. Students evaluate the benefit of this experience.</li> <li>• Take Part 1 Test to demonstrate understanding of text</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
Human Potential: Part 2 of <i>To Kill a Mockingbird</i> (TKAM)  (3 weeks)	<p><b>9-10.RC.1 (analyze text through evidence)</b>  <b>9-10.RC.2 (development of two or more themes)</b>            9-10.RC.3 (effect of structure)            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.7 (delineate and evaluate argument)            9-10.RC.9 (context clues)            9-10.RC.10 (word nuance)  <b>9-10.RC.12 (analyze diction in literature)</b>            9-10.RC.13 (analyze diction in nonfiction)  <b>9-10.W.1 (write arguments)</b>  <b>9-10.W.2 (write informative compositions)</b>            9-10.W.4 (writing process)  <b>9-10.W.5 (research)</b>  <b>9-10.W.6 (grammar and usage)</b>  <b>9-10.W.7 (writing conventions)</b>  <b>9-10.CC.1 (collaborative discussions)</b>  <b>9-10.CC.2 (textual evidence in discussion)</b></p>	<ul style="list-style-type: none"> <li>● Read <i>To Kill a Mockingbird</i> (Chapters 12-17)</li> <li>● Discuss how interpretations of the same work have differed, reflected, and responded to the climate of American society at the time</li> <li>● Read from <i>Maus</i></li> <li>● Analyze informational text elements, specifically how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed</li> <li>● Work in whole group and small group on prewriting for 2-3 paragraphs</li> <li>● Read <i>To Kill a Mockingbird</i> (Chapters 18-24)</li> <li>● Discuss justice and ethical struggle</li> <li>● Read from <i>Letters to a Young Poet</i></li> <li>● Determine the author’s purpose and point of view</li> <li>● Analyze the author’s use of reasoning and evidence to support the claims presented in the argumentative letter</li> <li>● Read <i>To Kill a Mockingbird</i> (Chapters 25-31)</li> <li>● Discuss how theme is developed through characterization, setting, and symbolism</li> <li>● Read “The Scarlet Ibis”</li> <li>● Analyze how characterization helps develop the theme</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and restate the text’s key events and details, identify and describe characters and setting details, and articulate events that are central to the story’s plot in objective questions and short constructed response.</li> <li>● Draw connections between personal experience and that of Atticus in <i>To Kill a Mockingbird</i> or the characters in the excerpt from <i>Maus</i> who help hide Anja and Vladek.</li> <li>● Compare and contrast the role of necessity in <i>To Kill a Mockingbird</i> 18-24 and the <i>Letters to a Young Poet</i> excerpt.</li> <li>● Compare and contrast the sources of motivation for offering aid in <i>To Kill a Mockingbird</i> 25-31 to “The Scarlet Ibis” in two to three paragraphs. Students formulate and support an original argument about the question: As long as we’re helping, does it matter why?</li> <li>● Take Part 2 Test to demonstrate comprehension</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> <li>• Work in whole group and small group on prewriting for 2-3 paragraphs</li> <li>• Watch from <i>To Kill a Mockingbird</i> movie</li> </ul>	
<i>To Kill a Mockingbird</i> Culminating Writing (1.5 weeks)	<b>9-10.W.2 (write informative compositions)</b> 9-10.W.4 (writing process) <b>9-10.W.5 (research)</b> <b>9-10.W.6 (grammar and usage)</b> <b>9-10.W.7 (writing conventions)</b>	<ul style="list-style-type: none"> <li>• Prewriting: Whole group and individual</li> <li>• Peer revision</li> <li>• Self revision</li> </ul>	<ul style="list-style-type: none"> <li>• Explain in a five-paragraph essay how the act of helping someone else influenced personal development, synthesizing personal experience with the experience of characters in <i>To Kill a Mockingbird</i> and two other unit texts.</li> </ul>

<b>Department:</b> English Language Arts			
<b>Course:</b> English 10 AB	<b>Grade:</b> 10	<b>Quarter:</b> 2 of 4	<b>Last Updated:</b> 5/13/23 Bryant

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
The Power of Communication: Part 1 of <i>Fahrenheit 451</i> (F451) (3 weeks)	<b>9-10.RC.1 (analyze text through evidence)</b> <b>9-10.RC.2 (development of two or more themes)</b> 9-10.RC.3 (effect of structure) 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.7 (delineate and evaluate argument) 9-10.RC.8 (U.S. and world documents)	<ul style="list-style-type: none"> <li>• Read <i>Fahrenheit 451</i>- Part I: The Hearth and the Salamander</li> <li>• Discuss how a story’s setting contributes to the creation of complex, yet believable characters</li> <li>• Read “The Refusal”</li> <li>• Use textual evidence to support claims</li> <li>• Examine textual evidence to support inferences</li> <li>• Analyze how complex characters develop and interact</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the major elements of the story, including its setting, themes, and characters in objective questions and short constructed response.</li> <li>• Compare and contrast the behavior of the populaces in <i>Fahrenheit 451</i> 1-18 and “The Refusal,” yielding their rights to the state and allowing the problems in each society to persist.</li> <li>• Analyze how reading two unique perspectives can yield conflicting feelings about history and its opposing groups (<i>Things Fall Apart</i> excerpt and <i>Fahrenheit 451</i>).</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	9-10.RC.9 (context clues) 9-10.RC.10 (word nuance) 9-10.RC.11 (patterns of word changes) <b>9-10.RC.12 (analyze diction in literature)</b> 9-10.RC.13 (analyze diction in nonfiction) <b>9-10.W.1 (write arguments)</b> <b>9-10.W.2 (write informative compositions)</b> <b>9-10.W.6 (grammar and usage)</b> <b>9-10.W.7 (writing conventions)</b> <b>9-10.CC.1 (collaborative discussions)</b> <b>9-10.CC.2 (textual evidence in discussion)</b> 9-10.CC.3 (expand conversations) 9-10.CC.4 (respond to multiple perspectives) 9-10.CC.5 (evaluate multiple sources) 9-10.CC.6 (evaluate speaker's argument) 9-10.CC.7 (present information) <b>9-10.CC.8 (analyze bias)</b>	<ul style="list-style-type: none"> <li>● Work in whole group and small group on prewriting for 2-3 paragraphs</li> <li>● Annotate key events of the plot and character details</li> <li>● Discuss how topic of masculinity is developed through characterization</li> <li>● Read from <i>Things Fall Apart</i></li> <li>● Identify and describe character traits and setting details, especially as they may relate to themes of the narrative</li> <li>● Identify the theme and analyze how it is developed</li> <li>● Identify and analyze the point of view or culture experience reflected</li> </ul>	
The Power of Communication: Part 2 of <i>Fahrenheit 451</i> (F451)  (2 weeks)	<b>9-10.RC.1 (analyze text through evidence)</b> <b>9-10.RC.2 (development of two or more themes)</b> 9-10.RC.3 (effect of structure) 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)	<ul style="list-style-type: none"> <li>● Read <i>Fahrenheit 451</i> - Part II: The Sieve and the Sand</li> <li>● Read "Speech to the Second Virginia Convention"</li> <li>● Make inferences about the author's meaning and support those inferences with textual evidence</li> <li>● Analyze speaker's purpose and point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the major elements of the story, including its setting, themes, and characters in objective questions and short constructed response.</li> <li>● Synthesize appeals in "Speech to the Second Virginia Convention" and rhetoric of revolution in <i>Fahrenheit 451</i> in two to three paragraphs.</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	<p>9-10.RC.7 (delineate and evaluate argument)            9-10.RC.8 (U.S. and world documents)            9-10.RC.9 (context clues)            9-10.RC.10 (word nuance)            9-10.RC.11 (patterns of word changes)  <b>9-10.RC.12 (analyze diction in literature)</b>            9-10.RC.13 (analyze diction in nonfiction)  <b>9-10.W.1 (write arguments)</b>  <b>9-10.W.2 (write informative compositions)</b>  <b>9-10.W.6 (grammar and usage)</b>  <b>9-10.W.7 (writing conventions)</b>  <b>9-10.CC.1 (collaborative discussions)</b>  <b>9-10.CC.2 (textual evidence in discussion)</b>            9-10.CC.3 (expand conversations)            9-10.CC.4 (respond to multiple perspectives)            9-10.CC.5 (evaluate multiple sources)            9-10.CC.6 (evaluate speaker’s argument)            9-10.CC.7 (present information)</p>	<ul style="list-style-type: none"> <li>● Explain how the author’s use of language, including the cumulative impact of word choices affects the meaning and tone of the speech</li> <li>● Work in whole group and small group on prewriting for 2-3 paragraphs</li> </ul>	
<p>The Power of Communication: Part 3 of <i>Fahrenheit 451</i> (F451)            (2 weeks)</p>	<p><b>9-10.RC.1 (analyze text through evidence)</b>  <b>9-10.RC.2 (development of two or more themes)</b>            9-10.RC.3 (effect of structure)            9-10.RC.9 (context clues)            9-10.RC.10 (word nuance)</p>	<ul style="list-style-type: none"> <li>● Read <i>F451</i> - Part III: Burning Bright</li> <li>● Read “She Unnames Them”</li> <li>● Explain a story’s theme as well as to make connections between fictional characters and events</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the major elements of the story, including its setting, themes, and characters in objective questions and short constructed response.</li> <li>● Compare and contrast similar predicaments—uncertain and open-ended futures—of Montag and Eve from <i>Fahrenheit</i></li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	9-10.RC.11 (patterns of word changes) <b>9-10.RC.12 (analyze diction in literature)</b> <b>9-10.W.1 (write arguments)</b> <b>9-10.W.2 (write informative compositions)</b> 9-10.W.4 (writing process) <b>9-10.W.5 (research)</b> <b>9-10.W.6 (grammar and usage)</b> <b>9-10.W.7 (writing conventions)</b> <b>9-10.CC.1 (collaborative discussions)</b> <b>9-10.CC.2 (textual evidence in discussion)</b> 9-10.CC.3 (expand conversations) 9-10.CC.4 (respond to multiple perspectives) 9-10.CC.5 (evaluate multiple sources) 9-10.CC.7 (present information)	and personal experiences, ideas in other texts, and society <ul style="list-style-type: none"> <li>● Analyze how an author draws on and transforms source material</li> <li>● Explain how characters' thoughts and actions influence the theme</li> <li>● Work in whole group and small group on prewriting for 2-3 paragraphs</li> </ul>	<i>451</i> and "She Unnames Them" in constructed response.
<i>Fahrenheit 451</i> Culminating Writing (1.5 weeks)	<b>9-10.W.2 (write informative compositions)</b> 9-10.W.4 (writing process) <b>9-10.W.5 (research)</b> <b>9-10.W.6 (grammar and usage)</b> <b>9-10.W.7 (writing conventions)</b>	<ul style="list-style-type: none"> <li>● Prewriting: Whole group and individual</li> <li>● Peer revision</li> <li>● Self revision</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the power of words in the world of <i>Fahrenheit 451</i> and two other unit texts in an essay.</li> </ul>

<b>Department:</b> English Language Arts			
<b>Course:</b> English 10 AB	<b>Grade:</b> 10	<b>Quarter:</b> 3 of 4	<b>Last Updated:</b> 5/13/23 Bryant

<b>Unit:</b>	<b>9-10 Standards (Essential <i>bolded</i> and <i>italicized</i>):</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Moving Forward: <i>Night</i> (5 weeks)	<b>9-10.RC.1 (analyze text through evidence)</b> <b>9-10.RC.2 (development of two or more themes)</b> 9-10.RC.3 (effect of structure) 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.7 (delineate and evaluate argument) 9-10.RC.8 (U.S. and world documents) 9-10.RC.9 (context clues) 9-10.RC.10 (word nuance) 9-10.RC.11 (patterns of word changes) <b>9-10.RC.12 (analyze diction in literature)</b> 9-10.RC.13 (analyze diction in nonfiction) <b>9-10.W.1 (write arguments)</b> <b>9-10.W.2 (write informative compositions)</b> 9-10.W.4 (writing process) <b>9-10.W.5 (research)</b> <b>9-10.W.6 (grammar and usage)</b> <b>9-10.W.7 (writing conventions)</b> <b>9-10.CC.1 (collaborative discussions)</b> <b>9-10.CC.2 (textual evidence in</b>	<ul style="list-style-type: none"> <li>• Read <i>Night</i></li> <li>• Read “The Perils of Indifference”</li> <li>• Discuss how the author uses structural elements, including appeals and a convincing conclusion, to support claims about the consequences of indifference</li> <li>• Analyze the characteristics and structural elements in the argumentative text “The Perils of Indifference,” such as compare and contrast and cause and effect text structures</li> <li>• Read <i>Rámáyana</i> excerpt</li> <li>• Identify poetic structure, including meter, rhyme scheme, and poetic form, and explain how poetic elements and structure change or contribute to the meaning of the poem</li> <li>• Analyze the <i>Rámáyana</i> represented in two different artistic mediums</li> <li>• Work in whole group and small group on prewriting for 2-3 paragraphs</li> <li>• Discuss how Eliezer begins to adjust to life in the concentration camp and him losing his grip on his humanity</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and restate the text’s key events and details, identify and describe characters and setting details, and articulate events that are central to the story’s plot in objective and short responses.</li> <li>• Write a first-person narrative</li> <li>• Compare <i>Night’s</i> devastating final scene and the <i>Republic’s</i> “The Allegory of the Cave.”</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	<p><b>discussion</b>            9-10.CC.3 (expand conversations)            9-10.CC.4 (respond to multiple perspectives)            9-10.CC.5 (evaluate multiple sources)            9-10.CC.6 (evaluate speaker's argument)            9-10.CC.7 (present information)</p>	<ul style="list-style-type: none"> <li>• Discuss Eliezer's important and potentially life-changing decision to risk execution in order to be freed or stay a prisoner</li> <li>• Read <i>Republic</i> excerpt</li> <li>• Use context clues to determine word meanings</li> <li>• Identify and examine textual evidence to support analysis of both explicit ideas and inferences</li> <li>• Determine a central idea and analyze its development over the course of a text, including how it is shaped and refined by specific details</li> </ul>	
<p><i>Night</i>            Culminating Writing            (1.5 weeks)</p>	<p><b>9-10.W.2 (write informative compositions)</b>            9-10.W.4 (writing process)  <b>9-10.W.5 (research)</b>  <b>9-10.W.6 (grammar and usage)</b>  <b>9-10.W.7 (writing conventions)</b></p>	<ul style="list-style-type: none"> <li>• Prewriting: Whole group and individual</li> <li>• Peer revision</li> <li>• Self revision</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how culture and/or faith can shape a person's identity in <i>Night</i> as well as the <i>Rámáyana</i> and the <i>Republic</i> in an analytical essay</li> </ul>
<p>The Persistence of Memories: Part 1 of <i>Oedipus Rex</i>            (3 weeks)</p>	<p><b>9-10.RC.1 (analyze text through evidence)</b>  <b>9-10.RC.2 (development of two or more themes)</b>            9-10.RC.3 (effect of structure)            9-10.RC.9 (context clues)            9-10.RC.10 (word nuance)            9-10.RC.11 (patterns of word changes)  <b>9-10.RC.12 (analyze diction in literature)</b>  <b>9-10.W.1 (write arguments)</b>  <b>9-10.W.2 (write informative compositions)</b></p>	<ul style="list-style-type: none"> <li>• Read <i>Oedipus Rex</i> (lines 1-180)</li> <li>• Discuss the concept of prophecy</li> <li>• Read <i>Oedipus Rex</i> (lines 181-541)</li> <li>• Discuss how a person's past can shape his or her future</li> <li>• Identify and restate the text's key events and details, to identify and describe characters and setting details, and to articulate events that are central to the story's plot.</li> <li>• Read <i>Oedipus Rex</i> (lines 542-995)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast Marji's father's initial disbelief about the dangers of an attack in <i>Persepolis</i> with the Chorus' disbelief of Teiresias' prophecy in <i>Oedipus Rex</i>.</li> </ul>



Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	9-10.W.4 (writing process) <b>9-10.W.5 (research)</b> <b>9-10.W.6 (grammar and usage)</b> <b>9-10.W.7 (writing conventions)</b> <b>9-10.CC.1 (collaborative discussions)</b> <b>9-10.CC.2 (textual evidence in discussion)</b> 9-10.CC.3 (expand conversations) 9-10.CC.4 (respond to multiple perspectives) 9-10.CC.5 (evaluate multiple sources) 9-10.CC.6 (evaluate speaker's argument) 9-10.CC.7 (present information)	<ul style="list-style-type: none"> <li>• Watch StudySync's INTRO video about <i>Persepolis</i> in StudySync</li> <li>• Read <i>Persepolis</i></li> <li>• Explain how the author develops complex characters through the use of plot and key events</li> <li>• Analyze story structure such as parallel plots and their effect on a text</li> <li>• Analyze the effects of the artistic mediums used to represent scenes in a graphic novel</li> <li>• Work in whole group and small group on prewriting for 2-3 paragraphs</li> </ul>	

<b>Department:</b> English Language Arts			
<b>Course:</b> English 10 AB	<b>Grade:</b> 10	<b>Quarter:</b> 4 of 4	<b>Last Updated:</b> 4/15/23 Bryant

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
The Persistence of Memories: Part 2 of <i>Oedipus Rex</i>  (3 weeks)	<b>9-10.RC.1 (analyze text through evidence)</b> <b>9-10.RC.2 (development of two or more themes)</b> 9-10.RC.3 (effect of structure) 9-10.RC.9 (context clues) 9-10.RC.10 (word nuance) 9-10.RC.11 (patterns of word changes) <b>9-10.RC.12 (analyze diction in</b>	<ul style="list-style-type: none"> <li>• Read <i>Oedipus Rex</i> (lines 995-end)</li> <li>• Identify and restate the text's key events and details, to identify and describe characters and setting details, and to articulate events that are central to the story's plot.</li> <li>• Watch StudySync's INTRO video about "Seeing at the Speed of Sound" in StudySync</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and restate the text's key events and details, to identify and describe characters and setting details, and to articulate events that are central to the story's plot.</li> <li>• Compare the childhoods of Oedipus and Rachel Kolb in "Seeing at the Speed of Sound"</li> <li>• Write a monologue</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	<p><i>literature</i>)            9-10.RC.13 (analyze diction in nonfiction)  <b>9-10.W.1 (write arguments)</b>  <b>9-10.W.2 (write informative compositions)</b>  <b>9-10.W.4 (writing process)</b>  <b>9-10.W.5 (research)</b>  <b>9-10.W.6 (grammar and usage)</b>  <b>9-10.W.7 (writing conventions)</b>  <b>9-10.CC.1 (collaborative discussions)</b>  <b>9-10.CC.2 (textual evidence in discussion)</b>            9-10.CC.3 (expand conversations)            9-10.CC.4 (respond to multiple perspectives)            9-10.CC.5 (evaluate multiple sources)            9-10.CC.6 (evaluate speaker's argument)            9-10.CC.7 (present information)</p>	<ul style="list-style-type: none"> <li>● Read "Seeing at the Speed of Sound"</li> <li>● Identify and understand the connotative and denotative meanings of words while reading</li> <li>● Explain how analyzing media that is paired with texts helps readers, viewers, and listeners better understand and more easily access increasingly complex and diverse texts</li> <li>● Watch StudySync's INTRO video about "Love Is Not All" in StudySync</li> <li>● Read "Love Is Not All"</li> <li>● Identify and understand the connotative and denotative meanings of words while reading</li> <li>● Explain the effect of poetic structure on a poem's meaning</li> <li>● Work in whole group and small group on prewriting for 2-3 paragraphs</li> </ul>	
<p><i>Oedipus Rex</i>            Culminating Writing            (1.5 weeks)</p>	<p><b>9-10.W.2 (write informative compositions)</b>  <b>9-10.W.4 (writing process)</b>  <b>9-10.W.5 (research)</b>  <b>9-10.W.6 (grammar and usage)</b>  <b>9-10.W.7 (writing conventions)</b></p>	<ul style="list-style-type: none"> <li>● Prewriting: Whole group and individual</li> <li>● Peer revision</li> <li>● Self revision</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how experiences and beliefs shape a person's choices in <i>Oedipus Rex</i> as well as two of the other texts read in this unit in a formal essay.</li> </ul>
<p>The Ties That Bind:  <i>Macbeth</i>            (5 weeks)</p>	<p><b>9-10.RC.1 (analyze text through evidence)</b>  <b>9-10.RC.2 (development of two or more themes)</b>            9-10.RC.3 (effect of structure)            9-10.RC.4 (development of two or</p>	<ul style="list-style-type: none"> <li>● Read <i>Macbeth</i> (Act 1)</li> <li>● Discuss major elements of the story, including its setting, themes, and characters</li> <li>● Identify and restate the text's key events and details, identify and</li> </ul>	<ul style="list-style-type: none"> <li>● Compare the motivation of Claudette Colvin's revolutionary act with that of Lady Macbeth's ruthless ambition in two to three paragraphs</li> <li>● Compare the author's use of setting in <i>Hotel Rwanda</i> and <i>Macbeth</i>.</li> <li>● Compare the arguments of Antigone and</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	<p>more central ideas)            9-10.RC.5 (connections of ideas or events)            9-10.RC.6 (author’s rhetoric)            9-10.RC.7 (delineate and evaluate argument)            9-10.RC.8 (U.S. and world documents)            9-10.RC.9 (context clues)            9-10.RC.10 (word nuance)            9-10.RC.11 (patterns of word changes)  <b>9-10.RC.12 (analyze diction in literature)</b>            9-10.RC.13 (analyze diction in nonfiction)  <b>9-10.W.1 (write arguments)</b>  <b>9-10.W.2 (write informative compositions)</b>            9-10.W.4 (writing process)  <b>9-10.W.5 (research)</b>  <b>9-10.W.6 (grammar and usage)</b>  <b>9-10.W.7 (writing conventions)</b>  <b>9-10.CC.1 (collaborative discussions)</b>  <b>9-10.CC.2 (textual evidence in discussion)</b>            9-10.CC.3 (expand conversations)            9-10.CC.4 (respond to multiple perspectives)            9-10.CC.5 (evaluate multiple sources)            9-10.CC.6 (evaluate speaker’s argument)            9-10.CC.7 (present information)</p>	<p>describe characters and setting details, and articulate events that are central to the story’s plot.</p> <ul style="list-style-type: none"> <li>● Read “Claudette Colvin Explains Her Role in the Civil Rights Movement”</li> <li>● Identify and analyze author’s purpose and point of view</li> <li>● Identify and analyze informational text elements</li> <li>● Analyze the representation of a subject as portrayed in two different mediums and integrate information from two credible sources</li> <li>● Work in whole group and small group on prewriting for 2-3 paragraphs</li> <li>● Read <i>Macbeth</i> (Act 2)</li> <li>● Read from <i>Hotel Rwanda</i></li> <li>● Use textual evidence and prior knowledge to make inferences about the setting, characters, conflict, and plot events in the screenplay</li> <li>● Analyze how writers structure events and manipulate time to create emotional effects.</li> <li>● Read <i>Macbeth</i> (Act 3, Scenes 1-3)</li> <li>● Read from <i>Antigone</i></li> <li>● Identify character traits and setting details as well as the drama’s central conflict</li> <li>● Analyze the function of dramatic elements and structure in the drama</li> </ul>	<p>Macbeth Act 3.</p> <ul style="list-style-type: none"> <li>● Compare the relationship between mother and child in <i>Funny In Farsi</i> and <i>Macbeth</i> Act 4.</li> <li>● Compare Lady Macbeth in Act 5 with La Juanita.</li> </ul>

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> <li>● Determine the figurative meanings of words and phrases</li> <li>● Identify and analyze the point of view and cultural experience</li> <li>● Whole group and small group work on prewriting for 2-3 paragraphs</li> <li>● Read <i>Macbeth</i> (Act 3, Scenes 4-6)</li> <li>● Discuss how the structure of scenes and the language used contribute to the tense mood</li> <li>● Read <i>Macbeth</i> (Act 4)</li> <li>● Watch StudySync's INTRO video about <i>Funny in Farsi: A Memoir of Growing Up Iranian in America</i> in StudySync</li> <li>● Read from <i>Funny in Farsi: A Memoir of Growing Up Iranian in America</i></li> <li>● Identify and restate the text's key ideas and details</li> <li>● Analyze how an author of an informational text orders events, develops points, and draws connections between them</li> <li>● Analyze the connotative meaning of words and phrases used in a text</li> <li>● Identify relationships and patterns among words that aid in their comprehension of the text</li> <li>● Read <i>Macbeth</i> (Act 5)</li> <li>● Read "La Juanita"</li> <li>● Use details to make and confirm predictions about characters and events in the story</li> </ul>	

Unit:	9-10 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> <li>Identify the choices an author makes when structuring specific parts of a story and how these choices affect the atmosphere and mood</li> <li>Work in whole group and small group on prewriting for 2-3 paragraphs</li> </ul>	

### 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.

<b><i>9-10.RC.1 (analyze text through evidence)</i></b>	<b>Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)</b>	<b>cite text evidence inference interpretation</b>
<b><i>9-10.RC.2 (development of two or more themes)</i></b>	<b>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)</b>	<b>theme</b>
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	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

ideas)		
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
<b>9-10.RC.12 (analyze diction in literature)</b>	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)	<b>figurative language</b> <b>connotative words</b> <b>word choice</b> <b>tone</b> <b>multiple meanings</b> <b>metaphor</b> <b>similes</b> <b>personification</b> <b>hyperbole</b> <b>euphemisms</b> <b>pun</b> <b>formal/informal</b>
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	figurative meanings connotative meanings technical meanings

	multiple and varied contexts.	word choice tone
<b>Writing</b>		
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.		
<b>9-10.W.1 (write arguments)</b>	<p>Write <b>arguments</b> in a variety of forms that:</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented. (E)</li> </ol>	<p><b>arguments</b> <b>precise claims</b> <b>counterclaims</b> <b>reasons</b> <b>evidence</b> <b>transitions</b> <b>consistent style and tone</b> <b>concluding statement</b></p>
<b>9-10.W.2 (write informative compositions)</b>	<p>Write <b>informative</b> compositions on a variety of topics that:</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>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.</li> <li>Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>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.</li> <li>Establish and maintain a style appropriate to the purpose and audience.</li> <li>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)</li> </ol>	<p><b>topic</b> <b>complex ideas</b> <b>facts</b> <b>definitions</b> <b>details</b> <b>quotations</b> <b>information</b> <b>examples</b> <b>transitions</b> <b>vocabulary choice</b> <b>style</b> <b>concluding statement</b> <b>topic sentence</b> <b>supporting sentence</b> <b>clincher</b> <b>paraphrase</b></p>

<p><b>9-10.W.3 (write narrative compositions)</b></p>	<p>Write <b>narrative</b> compositions in a variety of forms that–</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Create a smooth progression of experiences or events.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</li> <li>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)</li> </ol>	<p><b>narrative conflict pacing sensory details setting problem points of view events</b></p>
<p><b>9-10.W.4 (writing process)</b></p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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>)</li> <li>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.</li> </ol>	<p><b>draft revision editing</b></p>
<p><b>9-10.W.5 (research)</b></p>	<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> <ol style="list-style-type: none"> <li>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> <li>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> </ol>	<p><b>inquiry questions authoritative sources annotations plagiarism synthesis</b></p>



	<ul style="list-style-type: none"> <li>c. Assess the usefulness of each source in answering the research question.</li> <li>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> <li>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., <i>MLA</i>, <i>APA</i>) for citation.</li> <li>f. Present information, choosing from a variety of formats. (E)</li> </ul>	
<b>9-10.W.6 (grammar and usage)</b>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> <li>a. Verbs– Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.</li> <li>b. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)</li> </ul>	<p><b>pronouns</b>  <b>verbs</b>  <b>phrases</b>  <b>clauses</b>  <b>dangling modifiers</b>  <b>misplaced modifiers</b>  <b>parallel structure</b>  <b>verb tense</b>  <b>usage</b></p>
<b>9-10.W.7 (writing conventions)</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <ul style="list-style-type: none"> <li>a. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)</li> </ul>	
<p><b>Communication and Collaboration</b></p> <p>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.</p>		
<b>9-10.CC.1 (collaborative discussions)</b>	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)	<b>collaborative discussions</b>
<b>9-10.CC.2 (textual evidence in discussion)</b>	Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas. (E)	<b>textual evidence</b>
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
<b>9-10.CC.8 (analyze bias)</b>	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)	