

Crawfordsville High School | Curriculum & Pacing Guide

Department: English Language Arts			
Course: English 9AB	Grade: 9	Quarter: 1 of 4	Last Updated: 04/08/24 Bowling

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Short Fiction (5.5 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.8 (U.S. and world documents) 9-10.RC.9 (context clues) 9-10.RC.11 (patterns of word changes) 9-10.RC.12 (analyze diction in literature) 9-10.W.3 (write narrative compositions) 9-10.W.4 (writing process) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions) 9-10.CC.2 (textual evidence in discussion)	<ul style="list-style-type: none"> Define literary elements and terms, including examples from texts. Read and discuss the short story “Marigolds” (Study Sync). Read and discuss the short story “The Interlopers” (Study Sync). Read and discuss the short story “The Necklace” (Study Sync). Read and discuss the short story “The Most Dangerous Game,” stopping to make predictions based on text evidence as you read (Study Sync). Read and discuss the nonfiction essay “Why I Lied to Everyone in High School about Knowing Karate” (Study Sync). Read and discuss the short story “The Cask of Amontillado” (Study Sync). Review the functions of the eight parts of speech in sentences. Review the requirements for a complete sentence in order to avoid sentence fragments and run-on sentences. Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that 	<ul style="list-style-type: none"> Write a short essay that identifies the literary elements that make a favorite story enjoyable. Give text evidence to support. Take a comprehension quiz over each short story in the unit. Answer analysis questions over character development, symbolism, and themes in “Marigolds” by providing text evidence as support. In class or small group discussion, analyze character and theme development, point of view, cause and effect relationships, and irony in “The Interlopers.” Write a short essay on themes in “The Necklace” that provides text evidence as support. In class or small group, analyze foreshadowing and plot development in “The Most Dangerous Game.” In small group or class discussion, compare the two characters of Elizabeth and Jabeen and discuss the similar themes derived from their stories. Answer analysis questions over characterization, point of view, setting, and irony in “Cask of Amontillado” by providing text evidence as support. Take an objective, constructed-response, and written-response test of analytical questions applying literary elements and terms to the

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
		comprise the words (3 sets of stems and SAT words).	<p>stories read in class as well as a cold-read short story.</p> <ul style="list-style-type: none"> • Create an original short story (narrative essay) that incorporates the literary elements analyzed in class. Complete all stages of the writing process and a peer evaluation. • Take an objective quiz to demonstrate understanding of the functions of the parts of speech. • Take an objective quiz to demonstrate the ability to write complete sentences without fragments or run-ons. Also, use only complete sentences when writing. • Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.
Novel Study: <i>Of Mice and Men</i> (4 weeks)	<p>9-10.RC.1 (<i>analyze text through evidence</i>)</p> <p>9-10.RC.2 (<i>development of two or more themes</i>)</p> <p>9-10.RC.3 (effect of structure)</p> <p>9-10.RC.5 (connections of ideas or events)</p> <p>9-10.RC.8 (U.S. and world documents)</p> <p>9-10.RC.9 (context clues)</p> <p>9-10.RC.12 (<i>analyze diction in literature</i>)</p> <p>9-10.W.1 (<i>write arguments</i>)</p> <p>9-10.W.4 (writing process)</p> <p>9-10.W.6 (<i>grammar and usage</i>)</p> <p>9-10.W.7 (<i>writing conventions</i>)</p> <p>9-10.CC.1 (<i>collaborative discussions</i>)</p> <p>9-10.CC.2 (<i>textual evidence in discussion</i>)</p>	<ul style="list-style-type: none"> • Provide biographical and historical context on the author and setting of <i>Of Mice and Men</i> before beginning the novel. • Read each chapter of <i>Of Mice and Men</i> through a combination of in-class guided reading and individual reading both inside and outside of class. • Complete a character chart for <i>Of Mice and Men</i> over the course of the novel by recording traits that are revealed through both direct and indirect characterization. • After finishing the novel, revisit predictions based on foreshadowing made earlier in the novel. • Discuss themes that emerge over the course of the novel. 	<ul style="list-style-type: none"> • Answer analysis questions over characters and setting in the opening chapter of <i>Of Mice and Men</i>. • In small groups, complete questions over foreshadowing, juxtaposition, setting, and character strengths and flaws in chapters 1 and 2 of <i>Of Mice and Men</i>. • Analyze key events in chapter 3 for what they reveal about character motivations as well as how they foreshadow future plot developments in the novel. • In class discussion, analyze character development in chapter 4 of the novel. • Complete a study guide of comprehension and analysis of cause and effect relationships in the climax and resolution of the novel (chapters 5 and 6). • In class discussion, evaluate the author's choices in the resolution of the novel. • Take objective comprehension quizzes over

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		<ul style="list-style-type: none"> • Watch a film version of <i>Of Mice and Men</i> to compare with the original text. • Review standard use of capitalization. • Review standard use of quotation marks, including dialogue, direct quotations, and titles. • Explain MLA format for works cited page and parenthetical citations when writing a literary analysis. • Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that comprise the words (2 sets of stems and SAT words). 	<p>groups of chapters from the novel.</p> <ul style="list-style-type: none"> • Take an objective and constructed-response summative test of analytical questions applying literary elements and terms to <i>Of Mice and Men</i>. • Write a literary analysis of theme and character in <i>Of Mice and Men</i> that is supported with specific text evidence and follows MLA format for citation of sources. Complete all stages of the writing process. • Take an objective quiz over standard use of capitalization. Also, use proper capitalization when writing. • Take an objective quiz over standard use of quotation marks and use quotation marks properly in literary analysis of <i>Of Mice and Men</i>. • Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.

Department: English Language Arts			
Course: English 9AB	Grade: 9	Quarter: 2 of 4	Last Updated: 04/08/24 Bowling

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Poetry (3.5 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.8 (U.S. and world documents) 9-10.RC.9 (context clues) 9-10.RC.10 (word nuance) 9-10.RC.12 (analyze diction in literature) 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) 9-10.CC.2 (textual evidence in discussion)	<ul style="list-style-type: none"> Define poetry terms—including figurative language, sound devices, and types of poems—throughout the unit as they appear in selected poems and songs. Listen to selected songs from a variety of genres, and analyze the lyrics for poetic devices. Read selected poems that feature various poetic devices. Examples of possible poems include Frost's "Stopping by Woods on a Snowy Evening" (Study Sync), Millay's "The Courage That My Mother Had," Wilbur's "Boy at the Window," Silverstein's "Twistable, Turnable Man, and Mora's "Senora X No More" (Study Sync). Read several poems that feature unusual forms; examine a list of 164 different poetic forms. Read/listen to a song and a poem that have a similar theme; then compare the two poems' approaches to the theme. One possible combination is Angelou's "Still I Rise" with the song "This Is Me" from <i>The Greatest Showman</i>. 	<ul style="list-style-type: none"> As a class, in small groups, or through individual homework assignments, analyze selected poems for both stylistic and thematic elements. Questions target each poet's use of specific devices to convey meaning. Write an original poem in a specific form based on the list of 164 different poetic forms. The poem must possess the characteristics that define the chosen form. Take an objective quiz over poetic sound devices found in poems the class studied and a cold-read poem. Analyze a poem and a song that share a similar theme. After analyzing each poem separately, write a short comparison/contrast essay over the two works. Take an objective, constructed-response, and written-response test of analytical questions applying poetic elements and terms to some of the poems read in class as well as two cold-read poems. Take an objective quiz over standard use of commas. Also, use proper commas when writing. Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> ● Review standard use of commas. ● Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that comprise the words (2-3 sets of stems and SAT words). 	
Novel Study: <i>The Bean Trees</i> (4.5 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.5 (connections of ideas or events) 9-10.RC.8 (U.S. and world documents) 9-10.RC.9 (context clues) 9-10.RC.12 (analyze diction in literature) 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) 9-10.CC.2 (textual evidence in discussion) 9-10.CC.3 (expand conversations)	<ul style="list-style-type: none"> ● Mark a series of anticipation questions from “Strongly Agree” to “Strongly Disagree” in order to preview some of the central ideas of <i>The Bean Trees</i> before reading the novel. Discuss responses as a class. ● Provide biographical and historical context on the author and setting of <i>The Bean Trees</i> before beginning the novel. ● Read each chapter of <i>The Bean Trees</i> through a combination of in-class guided reading and individual reading both inside and outside of class. ● Complete a character chart for the two major characters of <i>The Bean Trees</i> over the course of the novel by recording traits that are revealed through both direct and indirect characterization. Consider how the characters see themselves as well as how others perceive them. ● Discuss the use of names to characterize the setting in chapter 1 of the novel. ● Read chapter 7 in small groups, stopping to address prompts as 	<ul style="list-style-type: none"> ● In a small group, create a timeline of the significant events in Lou Ann’s life that characterize her in chapter 2. ● In class discussion, provide text evidence that characterizes Mattie in chapter 4. ● Following chapter 9 of <i>The Bean Trees</i>, write a short essay identifying the members of Taylor’s community in Tucson and explaining each member’s contribution to that community. ● In a small group, select five quotes from your assigned chapter (either 9, 10, 11, or 12), that each reflect a significant idea about character, setting, plot, or theme in the chapter or the novel as a whole. Select the most significant of your five quotes and explain it to the class. ● As a class or in a small group, generate a list of the five most significant events or character developments of chapters 13 and 14. ● Complete study guides of comprehension questions while reading selected chapters of the novel. ● Take objective or constructed-response comprehension quizzes over groups of chapters from the novel. ● As a small group, use hexagonal thinking to create a diagram that makes connections between the significant characters, settings, objects/symbols, and abstract ideas of the novel. ● Write an original poem about an aspect of <i>The</i>

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		<p>you read. Review the dinner scene in chapter 7 together by completing blanks in a summary of the scene.</p> <ul style="list-style-type: none"> • Show a time-lapse video of the blooming of a night-blooming cereus as context before chapter 13. • Read chapter 15 together as a class, stopping to make predictions as we read. • Use selected quotes to generate and discuss themes that emerge over the course of the novel, including symbols that the author employs to convey those themes. • Review the skill of maintaining consistent verb tense when writing so as to avoid confusing tense shifts. • Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that comprise the words (2-3 sets of stems and SAT words). 	<p><i>Bean Trees</i> that includes figurative language and sound devices.</p> <ul style="list-style-type: none"> • Take an objective, constructed-response, and written-response summative test of analytical questions applying literary elements and terms to <i>The Bean Trees</i>. • Take an objective quiz over verb tense consistency. Also, maintain consistent tense when writing. • Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.

Department: English Language Arts			
Course: English 9AB	Grade: 9	Quarter: 3 of 4	Last Updated: 6/6/24 Bowling

Unit:	9-10 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
The Research Paper Process (3 weeks)	9-10.RC.1 (analyze text through evidence) 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.13 (analyze diction in nonfiction) 9-10.W.2 (write informative compositions) 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.RC.9 (context clues)	<ul style="list-style-type: none"> • Explain the concept of an informative research paper and how it differs from other essays. • Establish criteria for evaluating the credibility of potential sources of information. • Using guiding questions, engage in preliminary exploration of several possible topics of interest for the research paper before selecting one. • Provide an example of a possible topic and how that topic would be divided into subtopics/main points in an informative research paper. • Conduct individual preliminary research on a chosen topic in order to determine important aspects of the topic to address in the paper. • Model note-taking skills by reading through a source together and selecting information that would be useful in a research paper on a sample topic. • Define and distinguish between <i>direct quotes</i>, <i>summaries</i>, and <i>paraphrases</i> when taking notes from sources. • Distribute note-taking sheets and explain how to take notes on the 	<ul style="list-style-type: none"> • In small groups and individually, evaluate a variety of possible sources for their credibility using established criteria. • Complete a series of preliminary research questions over a selected topic of interest; also, list the possible subtopics/main points of the paper AND at least three credible sources to use in research on the topic. • On a handout, practice selecting useful information on a sample topic from a sample source and then taking notes in the form of direct quotes, summaries, and paraphrases. • After conducting research on a selected topic, take notes on guided note-taking sheets; include the sources of all noted information. • After viewing a model essay together as a class, create an outline for the research paper based on the preliminary research sheet and note-taking sheets. • Using the outline, create the first draft of the complete research paper, which should include a works cited page and parenthetical citations. • Complete peer review of a classmate's research paper using guiding questions. • Revise and edit the first draft before submitting a final draft of the research paper. • Take an objective quiz to demonstrate understanding of MLA format and essential skills related to the research process. • Take an objective quiz to demonstrate use of parallelism in sentence construction. Also,

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		<p>sheets and record the sources of all noted information.</p> <ul style="list-style-type: none"> • Locate multiple sources of information on an individual topic; evaluate the purpose, argument, and evidence in each source; and then add useful and credible information from the sources to the note-taking sheets. • Examine a sample informative research paper as a model of structure, transitions, main points with topic sentences, and integration of source material as evidence for main points. • Review the definition and types of plagiarism and how to use MLA-formatted works cited entries and parenthetical citations in order to avoid plagiarism; explain how the use of entries and citations in a research paper differs from those in a literary analysis. • Define <i>parallelism/parallel structure</i> as a grammatical construction and explain ways to ensure parallelism in sentence elements. • Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that comprise the words (2-3 sets of stems and SAT words). 	<p>demonstrate parallelism among sentence elements when writing.</p> <ul style="list-style-type: none"> • Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.
Novel Study: <i>Lord of the</i>	9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or	<ul style="list-style-type: none"> • Mark a series of anticipation questions from “Strongly Agree” to “Strongly Disagree” in order to 	<ul style="list-style-type: none"> • In a small group, answer a series of simulation questions regarding the choices you would make if your group were stranded on an island

Unit:	9-10 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
<i>Flies</i> (4.5 weeks)	<p><i>more themes</i> 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.9 (context clues) 9-10.RC.12 (analyze diction in literature) 9-10.RC.13 (analyze diction in nonfiction) 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) 9-10.CC.2 (textual evidence in discussion) 9-10.CC.3 (expand conversations)</p>	<p>preview some of the central ideas of <i>Lord of the Flies</i> before reading the novel. Discuss responses as a class.</p> <ul style="list-style-type: none"> • Provide biographical and historical context on the author and setting of <i>Lord of the Flies</i> before beginning the novel. • Read each chapter of <i>Lord of the Flies</i> through a combination of in-class guided reading and individual reading both inside and outside of class. • Complete a character chart for the major characters introduced in chapter 1 of <i>Lord of the Flies</i>. Record traits that are revealed through both direct and indirect characterization. Define <i>allegory</i> and discuss each character's purpose within the allegory. Add to this chart to show change in characters over the course of the novel. • Three times over the course of the unit, meet in assigned groups to create a poster-size drawing of one of the four major characters (one character assigned to each group). • Examine cause and effect relationships in the events of chapter 2. • Analyze character development in chapter 3 of the four major characters. • Discuss the changing mood on 	<p>together.</p> <ul style="list-style-type: none"> • Choose one of the <i>Lord of the Flies</i> anticipation questions to expand into a paragraph-length response with evidence from real-life experiences. • Complete worksheets of comprehension and analysis questions while reading selected chapters of the novel. • Take objective or constructed-response comprehension quizzes over groups of chapters from the novel. • As a small group, create a poster-size character sketch of one of the four major characters (assigned). On the left side of the poster, draw the left half of the character as he appears when he first lands on the island; add objects and symbols, as well as descriptive phrases or direct quotes, that characterize that boy in the first half of the novel. Complete the right side of the poster to show changes in the second half of the novel. • After reading and discussing chapter 4, write a short essay making an argument as to which of the four major characters would be the best leader on the island. Give evidence from the text to support your argument. • In small groups and as a class, identify significant events in certain chapters and locate quotes to support their significance. • Write a journal response on fear and how people react to fear in different situations. • After reading and discussing chapter 8, read and annotate a nonfiction article on tribalism; then answer questions over the benefits and dangers of tribalism in a society. • After reading and discussing the climactic events of chapter 9, answer questions over

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		<p>the island after chapters 4 and 5, with a focus on Jack's mask and the fear of a beast.</p> <ul style="list-style-type: none"> Over the course of chapters 8 and 9, introduce the concepts of <i>tribalism</i> and <i>mob mentality</i>. Identify examples of both in the text. Watch a clip from the 1991 animated film <i>Beauty and the Beast</i>; analyze the scene for the elements of mob mentality that are also portrayed in <i>Lord of the Flies</i>. Define <i>microcosm</i>; discuss themes that emerge and develop over the course of the novel as a part of the author's purpose and perspective in writing the novel. Watch a film version of <i>Lord of the Flies</i> to compare with the original text. Review the standard use of apostrophes in possession and contractions. Note the differences when showing noun possession versus pronoun possession. Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that comprise the words (2-3 sets of stems and SAT words). 	<p>Simon as an allegorical figure.</p> <ul style="list-style-type: none"> Individually, in small groups, and as a class, analyze the use of symbols to portray multiple themes of the novel. Evaluate Golding's portrayal of boys stranded on an island by reading and answering questions over a nonfiction article about a real group of boys who were stranded on an island. Take an objective, constructed-response summative test of analytical questions applying literary elements and terms to <i>Lord of the Flies</i>. Write a literary analysis of a theme in <i>Lord of the Flies</i> that is supported with specific text evidence. Take an objective quiz over standard use of apostrophes in possession and contractions. Also, demonstrate standard apostrophe use when writing. Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.

Department: English Language Arts			
Course: English 9AB	Grade: 9	Quarter: 4 of 4	Last Updated: 6/12/24 Bowling

Unit:	9-10 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Epic Poetry: Mythology and <i>The Odyssey</i> (4 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.5 (connections of ideas or events) 9-10.RC.8 (U.S. and world documents) 9-10.RC.9 (context clues) 9-10.RC.10 (word nuance) 9-10.RC.12 (analyze diction in literature) 9-10.W.1 (write arguments) 9-10.W.3 (write narrative compositions) 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.2 (textual evidence in discussion) 9-10.CC.3 (expand conversations)	<ul style="list-style-type: none"> Define terms specific to mythology and epic poetry at the beginning of the unit; provide examples as the terms are encountered in myths and <i>The Odyssey</i>. Review the term <i>allusion</i>; explore allusions to various world mythologies in today's culture, including media, sports and leisure activities, and consumer products. Define and distinguish between <i>myths</i> and <i>legends</i>. Explore the major deities and stories of Norse mythology, and identify allusions in today's world to elements of Norse mythology. Conduct online research to identify the twelve Greek Olympians, their significant myths, and their traits. As a class or in small groups, examine some of the significant myths of Greek mythology. Read and discuss a summary of <i>The Iliad</i> as context for the study of its sequel, <i>The Odyssey</i>. Read and discuss a translation of Homer's epic poem <i>The Odyssey</i> through a combination of in-class 	<ul style="list-style-type: none"> Write a journal response to the following prompts: "What do you already know about <i>mythology</i>? How would you define a <i>myth</i>?" Find an allusion to any of the world's mythologies in today's culture: post it, identify its presence in today's world, and connect it to one of the world's ancient mythologies. Complete questions analyzing elements of Norse mythology in order to determine the traits and values of the Norse people. Complete a chart and questions identifying and analyzing the characteristics of the twelve Greek Olympians. Take an objective quiz over the twelve Greek Olympians, their Roman names, and their areas of control. Complete questions over the causes of the fictional Trojan War. In small groups or individually, complete worksheets/study guides of comprehension and analysis questions while reading selected segments of the epic poem. Take objective or constructed-response comprehension quizzes over segments of the epic poem. After reading the Scylla and Charybdis episode, write a paragraph identifying and explaining a modern-day dilemma. Complete a chart of Odysseus's strengths and weaknesses in each episode of Part 1 of <i>The Odyssey</i>.

		<p>guided reading and individual reading both inside and outside of class. (For some of the 24 books, read a summary rather than the translated text.)</p> <ul style="list-style-type: none"> ● Throughout the study of <i>The Odyssey</i>, watch segments of the 1995 film version intermixed with the written text in order to help students visualize the ancient, mythological events. ● Analyze Odysseus's choices in the cyclops episode (book 9) as a reflection of his traits as a leader. ● Examine cause and effect relationships in the events of the Circe episode (book 10). ● Define <i>dilemma</i> and identify the ways in which the episode with the sea monsters of Scylla and Charybdis reflects a classic dilemma. ● Discuss the "world of pain" Odysseus faces in order to reclaim his kingdom and family in Part 2 of <i>The Odyssey</i>. ● Define <i>conjunctive adverb</i> and explain the use of conjunctive adverbs with semicolons in joining two independent clauses. ● Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that comprise the words (2-3 sets of stems and SAT words). 	<ul style="list-style-type: none"> ● Complete a worksheet identifying and explaining the purpose of epic similes in the text. ● Create a guardian god/goddess that would advise or protect you in some aspect of your life the way Athena aided Odysseus and Telemachus in <i>The Odyssey</i>. Write a myth about your created deity. ● Take an objective, constructed-response summative test of analytical questions applying literary elements and terms to mythology and <i>The Odyssey</i>. ● Write a literary analysis evaluating Odysseus as a hero in <i>The Odyssey</i>. Support the argument with specific text evidence, and follow MLA format for citation of sources. Take the essay through several stages of the writing process. ● Take an objective quiz to demonstrate use conjunctive adverbs with semicolons in sentence construction. Also, punctuate conjunctive adverbs properly when joining two independent clauses in writing. ● Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.
Drama: Shakespeare and <i>Romeo</i>	<p>9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes)</p>	<ul style="list-style-type: none"> ● Introduce Shakespeare, the Elizabethan theater, and the language of Shakespeare's time period at the beginning of the 	<ul style="list-style-type: none"> ● Complete a study guides of comprehension questions and examples of literary terms for each act of <i>Romeo and Juliet</i>. ● Take objective or constructed-response

<p><i>and Juliet</i> (4.5 weeks)</p>	<p>9-10.RC.3 (effect of structure) 9-10.RC.5 (connections of ideas or events) 9-10.RC.8 (U.S. and world documents) 9-10.RC.9 (context clues) 9-10.RC.10 (word nuance) 9-10.RC.12 (analyze diction in literature) 9-10.W.1 (write arguments) 9-10.W.2 (write informative compositions) 9-10.W.3 (write narrative compositions) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions) 9-10.CC.2 (textual evidence in discussion) 9-10.CC.3 (expand conversations) 9-10.CC.7 (present information)</p>	<p>unit.</p> <ul style="list-style-type: none"> ● Define terms specific to drama and the Elizabethan theater at the beginning of the unit; provide examples as the terms are encountered in <i>Romeo and Juliet</i>. ● Celebrate Shakespeare's birthday with activities designed to teach the skills necessary to be an Elizabethan performer, including music, dance, fencing, and elocution. ● Read and discuss Shakespeare's play <i>The Tragedy of Romeo and Juliet</i> through a combination of in-class dramatization and guided reading, as well as individual reading outside of class. (For a few of the scenes, read a summary rather than the text.) ● Distribute a week-long calendar template for students to track the developments of the five days of the play. ● After reading and studying each of the five acts of <i>Romeo and Juliet</i>, watch that act in the 1968 film version of <i>Romeo and Juliet</i> before reading the next act in order to help students visualize the dramatic performance of the narrative. ● As a class and in small groups, discuss the events, character development, and theme development of each scene throughout the course of the play. ● Analyze the differences among the language structures of various characters as well as the ways 	<p>comprehension quizzes over Acts I-III of <i>Romeo and Juliet</i>.</p> <ul style="list-style-type: none"> ● Complete a poetry analysis of Romeo's soliloquy in Act I, scene 5 when he first sees Juliet at the Capulet ball. ● Write several paragraphs characterizing both Romeo and Juliet based on the evidence of Act I. ● Write several paragraphs identifying and evaluating the choices made by both Romeo and Juliet in Acts II and III. ● Take an objective, constructed-response summative test of analytical questions applying literary elements and terms to Shakespearean theater and <i>Romeo and Juliet</i>. ● Complete an individual summative project over <i>Romeo and Juliet</i> from a set of choices that engage different learning styles, including art, music, performance/presentation, and narrative composition. ● Write a short literary analysis of <i>Romeo and Juliet</i> that makes an argument about the impact of character choices on the plot of the narrative. Support the argument with evidence from the text. ● Take an objective quiz to demonstrate standard use of semicolons and colons. Also, add variety to sentence structures by using semicolons and colons when writing. ● Take objective quizzes to demonstrate memorization of stems and identification of vocabulary words using context clues.
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		<p>Shakespeare alters the iambic pentameter at points during the play to achieve specific purposes. Also, examine character's use of verbal irony as a tool for concealing hidden meanings.</p> <ul style="list-style-type: none"> • At the conclusion of the play, discuss the overarching themes of the play, including Shakespeare's portrayal of the interplay between fate and free will. • Review the standard use of semicolons and colons, with a focus on distinguishing between their purposes. • Define unfamiliar vocabulary words by identifying the primarily Greek and Roman stems that comprise the words (2-3 sets of stems and SAT words). 	
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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 (e.g., <i>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.		
9-10.W.1 (write arguments)	Write arguments in a variety of forms that: <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) 	arguments precise claims counterclaims reasons evidence transitions consistent style and tone concluding statement
9-10.W.2 (write informative compositions)	Write informative compositions on a variety of topics that: <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. 	topic complex ideas facts definitions details quotations information examples transitions vocabulary choice style concluding statement

	f. 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)	topic sentence supporting sentence clincher paraphrase
9-10.W.3 (write narrative compositions)	Write narrative compositions in a variety of forms that– 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. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 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)	narrative conflict pacing sensory details setting problem points of view events
9-10.W.4 (writing process)	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. 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)	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. 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.	inquiry questions authoritative sources annotations plagiarism synthesis

	f. Present information, choosing from a variety of formats. (E)	
9-10.W.6 (grammar and usage)	Demonstrate command of English grammar and usage, focusing on: <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)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: <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) 	
<p style="text-align: center;">Communication and Collaboration</p> <p style="text-align: center;">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>		
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)	
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