

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NCV01001.1	Grade Level	9
Course Name	English I Sem 1	# of Credits	0.5
SCED Code	01001G0.5012	Curriculum Type	Odysseyware

COURSE DESCRIPTION

Students should enter this course with a foundation in fiction, drama, poetry, mythology, and nonfiction. This course will provide them with the opportunity to build on that foundation. They will engage in in-depth analysis of more complex literature, view that literature from its historical perspective, and connect it to other arts. They will write literary analyses, logical arguments, informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Additionally, they will engage in speaking and listening activities that use and incorporate media and technology. As a result of the reading, writing, speaking, and listening students will do in this course, they will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets")
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the themes.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other works.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time and space contribute to its development and style.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on comparisons to American literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each medium (e.g., visual art, music, photography, film, digital media, animation, writing, theater, performance).
RL.9-10.8	(Not applicable to literature)
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic differently from other dramatists of the same period).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band with proficiency.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections between major points.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other works.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text.
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining what is unique to each account.

RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address).
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed in the 9th grade.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims.
W.9-10.1.b	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in light of the issues and the claims at stake.
W.9-10.1.c	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and evidence.
W.9-10.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the argument is made.
W.9-10.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of relevant content.
W.9-10.2.a	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include facts, definitions, quotations, or other relevant information.
W.9-10.2.b	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other relevant information.
W.9-10.2.c	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
W.9-10.2.d	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the informative/explanatory text is written.
W.9-10.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing characters and setting.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and insights.
W.9-10.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters.
W.9-10.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most difficult for your audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of digital media to publish and share with a wide audience.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source for the research or problem at hand and gather relevant information.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a selection, making distinctions between the source and the selection.”).
W.9-10.9.b	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant.”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or class period).
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9–10 topics, texts, and issues, building on others’ ideas and expressing their own.
SL.9-10.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and research to support an analysis or issue.
SL.9-10.1.b	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, recording decisions in writing).
SL.9-10.1.c	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.
SL.9-10.1.d	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understandings of the issues under study.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating their strengths and limitations.

SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerate
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of rea
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance un
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See gr
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a	a. Use parallel structure.
L.9-10.1.b	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, de
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2.a	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b	b. Use a colon to introduce a list or quotation.
L.9-10.2.c	c. Spell correctly.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning o
L.9-10.3.a	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers)
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and conten
L.9-10.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to
L.9-10.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, a
L.9-10.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the
L.9-10.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit 1: Short Story:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 1. Students may view the overview but have no exercises to complete.</p>	<p>Students will gain a deeper understanding of common literary elements, evaluate narrator reliability, point of view, and characterization through research, writing, and an exchange of ideas in group discussions. Developing reading skills: analysis, evaluation, and interpretation Identifying explicit and implicit meaning in short stories Analyzing literary elements: character, setting, plot, conflict, theme, point of view, suspense, dialogue Analyzing literary devices: figurative language, imagery, mood, irony, symbol, foreshadowing Developing writing skills - explanatory: responding to literature, developing a thesis, supporting a thesis, composing strong introductions and conclusions, writing a literary analysis, using the writing process, targeting an audience Conducting research: formulating a research question, gathering, evaluating, synthesizing, paraphrasing, summarizing, quoting, documenting information Participating in speaking and listening activities: collaborate discussions, research presentations Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
<p>"THE MOST DANGEROUS GAME": ANALYSIS OF PLOT STRUCTURE</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.4</p>	<p>Identify and explain plot structure in "The Most Dangerous Game." Identify explicit and inferential meaning through the analysis of plot.</p>
<p>"THE MOST DANGEROUS GAME": TYPES OF CONFLICT</p>	<p>L.9-10.5 L.9-10.5.b RL.9-10.3 RL.9-10.4 RL.9-10.5</p>	<p>Understand and explain focus on single event/conflict. Identify conflict(s) in "The Most Dangerous Game." Identify explicit and inferential meaning through the analysis of conflict. Analyze how an author's choices concerning how to structure a text (conflict) and manipulate time (foreshadowing) creates tension, surprise and mystery.</p>

<p>PROJECT: "THE MOST DANGEROUS GAME": GROUP DISCUSSION</p>	<p>SL.9-10.1.a SL.9-10.1.b SL.9-10.1.c SL.9-10.1 SL.9-10.1.d SL.9-10.3 SL.9-10.4</p>	<p>Carry out research on a topic under study in preparation for a group discussion. Identify rules and roles for courteous and constructive collaboration. Participate in an exchange of ideas using evidence from the text to support discussion. Pose and respond to questions in collaborative discussions. Draw inferences from and be respectful of different perspectives. Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration. Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes. Evaluate the effectiveness of a speaker's main and supporting ideas.</p>
<p>"THE MOST DANGEROUS GAME": BUILDING VOCABULARY</p>	<p>L.9-10.4.a L.9-10.5.b L.9-10.4.c</p>	<p>Use context clues to determine the meaning of unknown words. Distinguish between words with similar denotative meanings. Extend vocabulary through reading, writing, and speaking.</p>
<p>QUIZ: "THE MOST DANGEROUS GAME"</p>	<p>Comprehensive test over standards presented in above lessons.</p>	
<p>"MARIGOLDS": SETTING</p>	<p>RL.9-10.5 RL.9-10.4</p>	<p>Analyze how authors create settings in short stories. Identify explicit and inferential meaning through the analysis of setting.</p>
<p>PROJECT: COMPARATIVE ESSAY "MARIGOLDS"</p>	<p>RL.9-10.4 W.9-10.4 RL.9-10.7 L.9-10.1</p>	<p>Identify explicit and inferential meaning through the analysis of setting. Develop ideas into writing that address task, purpose, and audience. Compare the use of setting in two different artistic mediums (photo or painting of Great Depression). Edit writing for conventions.</p>

"MARIGOLDS": FIGURATIVE LANGUAGE	L.9-10.5 L.9-10.5.a	Identify examples of figurative language including simile, metaphor, personification, alliteration, hyperbole, idiom, onomatopoeia. Interpret the meaning of common figures of speech in context.
QUIZ: "MARIGOLDS"	Comprehensive test over standards presented in above lessons.	
PROJECT: RESEARCH ON CHINESE AMERICAN LIFE	RL.9-10.2 W.9-10.7 W.9-10.1 W.9-10.8 W.9-10.2	Explore themes in literary selections. Formulate open-ended research questions to address topic. Paraphrase, summarize, quote, and accurately cite all researched information according to standard format. Synthesize information from multiple sources. Present information, findings, and supporting evidence clearly, concisely, and logically.
"TWO KINDS": INDIRECT CHARACTERIZATION AND CULTURAL CONTEXT	RL.9-10.9 RL.9-10.6 RL.9-10.3 RL.9-10.4 RL.9-10.5	Recognize the importance of historical context to the understanding and appreciation of character. Identify and explain characterization techniques in short stories. Identify explicit and inferential meaning through the analysis of character. Identify an author's use of vivid, sensory detail to convey experiences, events, setting, and/or characters.
"TWO KINDS": THEME THROUGH INFERENCE	RL.9-10.2 RL.9-10.3	Trace the development of theme through inference. Explain how characterization influences theme and plot.
PROJECT: EXPOSITORY ESSAY "TWO KINDS"	W.9-10.2 W.9-10.2.b W.9-10.2.a W.9-10.2.c W.9-10.2.f	Write an essay analyzing the theme in a short story. Include relevant supporting facts, definitions, quotations, and details that enhance the explanation of the topic. Analyze ideas, concepts, and information to assist the reader in understanding and making connections. Provide a conclusion that follows from and supports the information presented.

QUIZ: "TWO KINDS"	Comprehensive test over standards presented in above lessons.	
"I STAND HERE IRONING": POINT OF VIEW	RL.9-10.2 RL.9-10.6 RL.9-10.9	Understand and identify point of view in a literary work. Recognize the importance of point of view in a literary work. Recognize the importance of historical context in understanding of a story.
"I STAND HERE IRONING": NARRATOR RELIABILITY	RL.9-10.6 RL.9-10.7 RL.9-10.3 W.9-10.1	Make inferences and draw conclusions about point of view in one or more literary works. Analyze the reliability of the narrator in a literary work. Write an interpretive response to literature.
"EVERYDAY USE": SYMBOLISM	RL.9-10.2 RL.9-10.3	Identify and analyze symbols in a short story. Analyze how authors use literary elements such as symbols, point of view, irony, etc., to develop their theme.
PARALLEL STRUCTURE	L.9-10.1.a L.9-10.1.b	Identify and use parallel structure in sentences. Identify and use restrictive and nonrestrictive relative clauses and reciprocal pronouns in sentences.
QUIZ: "I STAND HERE IRONING" AND "EVERYDAY USE"	Comprehensive test over standards presented in above lessons.	
"THE GIFT OF THE MAGI": DICTION AND IRONY	L.9-10.5 RL.9-10.2 L.9-10.3	Identify and analyze irony in a short story. Analyze how authors use literary elements such as symbols, point of view, irony, etc., to develop their theme. Determine how word meaning evokes tone and mood.
"THE CASK OF AMONTILLADO": VOCABULARY	L.9-10.4.c L.9-10.4 L.9-10.4.d	Use appropriate reference materials, print and digital, to find pronunciation, connotation, denotation, part of speech, and etymology of unfamiliar words. Use appropriate reference materials to verify word meanings.
"THE CASK OF AMONTILLADO": MOOD AND SUSPENSE	RL.9-10.5 RL.9-10.2	Analyze how authors use mood to create suspense in a short story. Analyze how authors use literary elements such as foreshadowing, suspense, mood and tone to develop their theme.

PROJECT: LITERARY ANALYSIS OF "THE GIFT OF THE MAGI"	<p>RL.9-10.2 W.9-10.1 W.9-10.1.a W.9-10.1.e W.9-10.4</p>	<p>Analyze how authors use literary elements such as symbols, point of view, irony, etc. to develop their theme. Write a coherent essay of literary analysis with a clear thesis statement, supporting textual evidence, and strong introduction and conclusion. Use elements of the writing process to compose texts. Develop ideas into an essay that addresses the task, purpose, and audience.</p>
QUIZ: "THE GIFT OF THE MAGI" AND "THE CASK OF AMONTILLADO"	Comprehensive test over standards presented in above lessons.	
PROJECT: INFORMATIVE ESSAY: RESEARCH AN AUTHOR	<p>W.9-10.7 W.9-10.8 W.9-10.2 W.9-10.2.e L.9-10.3.a</p>	<p>Formulate an open-ended research question to address topic. Paraphrase, summarize, quote, and accurately cite all researched information according to standard format. Synthesize information from multiple sources. Analyze the key ideas and summarize a nonfiction text. Distinguish between paraphrasing and quoting. Cite sources in text using MLA guidelines.</p>
TEST REVIEW	Comprehensive review over standards presented in Unit 1.	
TEST: SHORT STORY	Comprehensive test over standards presented in Unit 1.	

<p>Unit 2: Literary Nonfiction:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 2. Students may view the overview but have no exercises to complete.</p>	<p>Students will read a variety of nonfiction forms, including autobiography, memoir, essay, and speech. Developing reading skills: analysis, evaluation, and interpretation Identifying explicit and implicit meaning in literary nonfiction types: memoirs, autobiography, speeches, and foundational American literature’s supporting ideas with text Analyzing characteristics of literary nonfiction types: variety of form, personal presence, self-reflection, tone, diction, sequencing of ideas, use of rhetoric and rhetorical strategies, historical/cultural influence, relevancy and sufficiency of support for claims Developing writing skills – narrative : incorporating sensory detail, sequencing, reflecting, peer evaluating explanatory: responding to literature, comparing/contrasting, revising for alignment to purpose and audience, depth of information, and clarity and accuracy of content argumentative: analyzing rhetorical strategies, evaluating the validity of an argument, using transitions, using formal and objective language, editing for conventions Conducting research: locating information, paraphrasing, summarizing, quoting, documenting information Analyzing and participating in speaking and listening activities: collaborate discussions, peer evaluation Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
<p>INTRODUCTION TO LITERARY NONFICTION</p>	<p>RI.9-10.10</p>	<p>Identify and distinguish the characteristics of different types of informational and literary nonfiction texts.</p>
<p>I KNOW WHY THE CAGED BIRD SINGS: CHARACTERISTICS OF MEMOIR</p>	<p>RI.9-10.1 RI.9-10.3 RL.9-10.6 L.9-10.3</p>	<p>Analyze an autobiography for explicit and implicit meaning, using textual evidence to support the analysis. Analyze the delivery of information in literary nonfiction texts, including how the author introduces and develops ideas and makes connections between those ideas. Analyze how history and cultural experience shape purpose and point of view in a literary work. Analyze the author’s language choices to deepen understanding of a text.</p>

<p>"LIFE WITHOUT GO-GO BOOTS": DICTION AND HUMOR</p>	<p>RI.9-10.1 RI.9-10.7 RI.9-10.3 L.9-10.3 RI.9-10.4 SL.9-10.1 L.9-10.4.a</p>	<p>Analyze an autobiography for explicit and implicit meaning, using textual evidence to support analysis. Analyze a personal essay for explicit and implicit meaning, using textual evidence to support analysis. Analyze the delivery of information in literary nonfiction texts, including how the author introduces and develops ideas and makes connections between those ideas. Connect the purpose and audience of a text with the author's use of language. Analyze an author's use of humor and its effect on tone. Initiate and participate in a range of collaborative discussions. Use context clues to determine the meaning of unknown words.</p>
<p>"UNCLE JOHN'S FARM": SATIRE AND PARALLELISM</p>	<p>RI.9-10.6 RI.9-10.3 RI.9-10.1 RI.9-10.4 L.9-10.3 SL.9-10.1 L.9-10.4.a L.9-10.1.a</p>	<p>Connect the purpose and audience of a text with the author's use of language. Analyze the delivery of information in literary nonfiction. Cite evidence to support analysis of what satirical explicitly says and what it means. Analyze an author's use of humor and its affect on tone. Analyze the author's language choices to deepen understanding and appreciation of a text. Initiate and participate in a range of collaborative discussions. Use context clues to determine the meaning of unknown words. Identify and use parallel structure in sentences.</p>
<p>QUIZ: MEMOIR</p>	<p>Comprehensive test over standards presented in above lessons.</p>	

<p>"EAVESDROPPING": TONE AND FIGURATIVE LANGUAGE</p>	<p>RI.9-10.1 RI.9-10.6 RI.9-10.3 RI.9-10.4 L.9-10.3 SL.9-10.1 L.9-10.5</p>	<p>Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Locate textual evidence of the author's purpose. Analyze the delivery of information in literary nonfiction texts, including how the author introduces and develops ideas and makes connections between those ideas. Analyze tone in literary nonfiction. Analyze the author's language choices and their effect on meaning and tone in order to deepen understanding and appreciation of a text. Initiate and participate in a range of collaborative discussions. Identify and explain examples of figurative language.</p>
<p>NARRATIVE OF FREDERICK DOUGLASS: POINT OF VIEW</p>	<p>RI.9-10.1 RI.9-10.3 RL.9-10.6 RI.9-10.6 RI.9-10.2 SL.9-10.1 L.9-10.5</p>	<p>Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Examine the sequencing of events in informational and literary non-fiction texts. Analyze how history and cultural experience shape purpose and point of view in literary work. Identify and analyze cultural experience as it is reflected in literary nonfiction. Initiate and participate in a range of collaborative discussions. Identify and explain examples of figurative language.</p>
<p>"A FOUR HUNDRED YEAR OLD WOMAN": ALLUSION</p>	<p>RI.9-10.1 RI.9-10.6 RI.9-10.3 RI.9-10.4 L.9-10.3 SL.9-10.1 L.9-10.5</p>	<p>Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Locate textual evidence of the author's purpose. Analyze the delivery of information in literary nonfiction texts, including how the author introduces and develops ideas and makes connections between those ideas. Analyze the author's language choices and their affect on meaning and tone to deepen understanding and appreciation of a text. Initiate and participate in a range of collaborative discussions. Identify and explain examples of allusion.</p>
<p>PROJECT: ANALYZE PROCEDURAL TEXT</p>	<p>RI.9-10.6 RI.9-10.4 W.9-10.4 W.9-10.6</p>	<p>Identify the objective(s) of technical writing. Analyze data presented in various charts and graphs. Evaluate the relationship between tone and audience. Write and revise technical instructions for content and tone toward a specific audience.</p>

<p>QUIZ: ELEMENTS OF LITERARY NONFICTION</p>	<p>Comprehensive test over standards presented in above lessons.</p>	
<p>RHETORICAL STRATEGIES</p>	<p>RI.9-10.6 W.9-10.9.b L.9-10.1.a</p>	<p>Understand the language of rhetoric. Recognize and explain common rhetorical strategies. Define/review fallacious reasoning, exaggeration, and distorted rhetoric. Define parallel structure.</p>
<p>GETTYSBURG ADDRESS: HISTORY AND RHETORIC</p>	<p>RI.9-10.9 RL.9-10.6 RL.9-10.9 SL.9-10.3 L.9-10.5 L.9-10.5.a W.9-10.2</p>	<p>Analyze the historical and literary significance of selected seminal documents. Analyze how history and cultural experience shape purpose and point of view in a literary work. Identify and analyze the effect of rhetorical strategies used in historical speeches, such as alliteration, repetition, and extended metaphors. Write an interpretative response to an argumentative text.</p>
<p>"I HAVE A DREAM": CONTEXT AND RHETORIC</p>	<p>RI.9-10.9 RL.9-10.6 RL.9-10.9 RI.9-10.8 RI.9-10.1</p>	<p>Analyze the historical and literary significance of selected seminal documents. Analyze how history and cultural experience shape purpose and point of view in a literary nonfiction work. Identify and analyze the effect of rhetorical strategies used in historical speeches, such as alliteration, repetition, and extended metaphors. Analyze the relevancy and sufficiency of evidence used to support a claim. Identify examples of different types of evidence used in a text. Recognize and explain allusions in literary nonfiction.</p>

<p>PROJECT: COMPARATIVE ESSAY OF GETTYSBURG ADDRESS AND "I HAVE A DREAM"</p>	<p>RI.9-10.9 RI.9-10.6 W.9-10.1 W.9-10.1.a W.9-10.5 L.9-10.1 RI.9-10.8</p>	<p>Identify and compare common themes and/or concepts in historical documents. Analyze how authors use style and rhetorical devices to create meaning in literary nonfiction. Write an expository essay comparing themes in historical documents. Analyze ideas, concepts, and information to assist the reader in understanding and making connections. Revise drafts for alignment to purpose and audience, depth of information, and clarity and accuracy of content. Edit for conventions. Identify author claims and analyze evidence to differentiate between substantiated and unsubstantiated opinions.</p>
<p>"HOPE, DESPAIR, AND MEMORY": PARADOX</p>	<p>RL.9-10.6 RL.9-10.9 RI.9-10.3 L.9-10.3 RI.9-10.1</p>	<p>Analyze how history and cultural experience shape purpose and point of view in a literary work. Identify and analyze cultural experience as it is reflected in literary nonfiction. Analyze how Wiesel presents and connects ideas. Analyze the author's language choices to deepen understanding of a text. Recognize and explain allusions in literary nonfiction.</p>
<p>PROJECT: RHETORICAL ANALYSIS OF A SPEECH</p>	<p>SL.9-10.3 L.9-10.3 L.9-10.5 RI.9-10.8 W.9-10.1.a W.9-10.1.b W.9-10.1.c L.9-10.2.b W.9-10.1.d W.9-10.1.e SL.9-10.4</p>	<p>Evaluate the speaker's point of view, reasoning, rhetoric, and evidence. Identify and analyze the effect of rhetorical strategies in speeches (alliteration, repetition, extended metaphor). Evaluate the validity of an argument in a text. Analyze the relevancy and sufficiency of evidence used to support a claim. Identify false statements and fallacious reasoning. Address and use counter-arguments to support a thesis. Use transitions to connect ideas and arguments when writing a persuasive essay. Use a colon to introduce a quotation. Use formal and objective language in persuasive essays and speeches. Provide appropriate closure when writing persuasive essays and speeches. Present information logically and clearly for listeners to follow.</p>

<p>PROJECT: NARRATIVE ESSAY</p>	<p>W.9-10.5 W.9-10.3 W.9-10.3.a W.9-10.3.c W.9-10.3.d W.9-10.3.e W.9-10.6</p>	<p>Use the writing process to plan, draft, revise, and edit a narrative essay. Use narrative techniques to develop experiences, events, and characters in a narrative essay. Sequence events so they build to a coherent whole. Use vivid, sensory detail to convey experiences, events, setting and characters. Create a conclusion that follows from, reflects upon, and/or resolves experiences or events conveyed in the narrative. Share writing with and respond to the writing of others. Use technology to product, publish, and update writing.</p>
<p>ADVERBS AND PARALLELISM</p>	<p>L.9-10.1 L.9-10.1.b L.9-10.1.a</p>	<p>Demonstrate command conventions of standard English grammar and usage when writing or speaking. Identify and use coordinating conjunctions in a sentence. Identify and use parallel writing construction.</p>
<p>QUIZ: RHETORICAL STRATEGIES</p>	<p>Comprehensive test over standards presented in above lessons.</p>	
<p>TEST REVIEW</p>	<p>Comprehensive review over standards presented in Unit 2.</p>	
<p>TEST: LITERARY NONFICTION</p>	<p>Comprehensive test over standards presented in Unit 2.</p>	

<p>Unit 3: Epic Poetry:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 3. Students may view the overview but have no exercises to complete.</p>	<p>Students examine the question of what makes a hero through reading Homer’s Greek epic The Odyssey, research, and creation of an argumentative essay. Developing reading skills: analysis, evaluation, and interpretation Identifying explicit and implicit meaning in epic poetry, contemporary poetry, and informational texts; supporting ideas with text Analyzing characteristics of the epic: oral tradition, hero, journey motif, mythology, simile, epithet, invocation, foreshadowing, flashback, parallel plot Reading for information: Cultural and historical background, interviews with contemporary heroes Developing writing skills - narrative and argumentative: responding to literature, exploring point of view, making a claim, supporting a claim, composing strong introductions and conclusions, using the writing process, targeting an audience Conducting research: formulating a research question, gathering, evaluating, synthesizing, paraphrasing, summarizing, quoting, documenting information Analyzing and participating in speaking and listening activities: collaborate discussions, research presentations, creating a power point Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
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<p>PROJECT: RESEARCH PAPER: THE HERO'S JOURNEY</p>	<p>RI.9-10.2 RL.9-10.6 RL.9-10.5 L.9-10.3 RL.9-10.7 W.9-10.7 W.9-10.9 W.9-10.2 W.9-10.8</p>	<p>Identify the main idea in a work of literary nonfiction. Understand shared characteristics of literature across cultures. Recognize characteristics of another culture. Connect the purpose and audience of a text with the author's use of language. Locate information in a variety of formats (visual, oral, media). Analyze information from different formats. Define and refine a research question for conducting research. Gather information on a research topic in a consistent and organized way. Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic, and modify the major research question as necessary to refocus the research plan. Critique the research process at each step to implement changes as the need occurs. Produce an analysis that reflects a logical progression of ideas and a clearly stated point of view. Use a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.</p>
<p>HOMER AND CONVENTIONS OF EPIC POETRY</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.9 RL.9-10.3 RL.9-10.4</p>	<p>Understand the characteristics of an epic, and an epic hero. Identify a variety of ways that subject matter can be delivered. Appreciate shared characteristics of literature across time and cultures. Analyze the role of mythology in epic poetry. Identify and explain the elements of an epic poem and the oral tradition. Recognize the importance of context to the understanding and appreciation of character (esp. Odysseus in the Illiad).</p>
<p>THE ODYSSEY: HERO AND THEME</p>	<p>RL.9-10.5 RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.9</p>	<p>Explain the challenging narrative structure of The Odyssey. Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Trace character development. Analyze how history and cultural experience shape purpose and point of view in a literary work.</p>

<p>THE ODYSSEY: HISTORY AND CULTURE</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.9 RL.9-10.5</p>	<p>Identify explicit and inferential meaning through the analysis of common literary elements. Locate details that support a theme and analyze how those details shape the theme. Trace character development. Analyze how history and cultural experience shape purpose and point of view in a literary work. Examine the author's use of foreshadowing within a literary work.</p>
<p>THE ODYSSEY: EPIC SIMILE</p>	<p>RL.9-10.3 RL.9-10.4 RL.9-10.6 RL.9-10.9 L.9-10.3</p>	<p>Trace character development. Identify and analyze examples of figurative language. Analyze how history and cultural experience shape purpose and point of view in a literary work. Analyze Odysseus's use of persuasion. Explain how characterization influences plot and theme.</p>
<p>QUIZ: THE ODYSSEY: BOOKS 1-6</p>	<p>Comprehensive test over standards presented in above lessons.</p>	
<p>THE ODYSSEY: EPITHETS</p>	<p>RL.9-10.5 L.9-10.5 L.9-10.5.a L.9-10.5.b RL.9-10.3 RL.9-10.2 RL.9-10.5 RL.9-10.6 RL.9-10.9</p>	<p>Explain the challenging narrative structure of The Odyssey, specifically, how epithets can be used to help an oral poet with rhythm and patterns. Identify explicit and inferential meaning through the analysis of epithets. Trace character development. Locate details that support a theme, and analyze how those details shape the theme. Examine an author's use of foreshadowing in a literary work. Analyze how history and cultural experience shape purpose and point of view in a literary work.</p>

<p>THE ODYSSEY: MYTH AND THEME</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.9</p>	<p>Identify explicit and inferential meaning through the analysis of common literary elements. Locate details that support a theme and analyze how those details shape the theme. Trace character development. Explain how characterization influences plot and theme. Locate details that support a theme and analyze how those details shape the theme. Examine an author's use of flashback within a literary work. Analyze how history and cultural experience shape purpose and point of view in a literary work.</p>
<p>THE ODYSSEY: CHARACTERIZATION</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.9</p>	<p>Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Trace character development. Examine an author's use of foreshadowing, flashback, and pacing within a literary work. Analyze how history and cultural experience shape purpose and point of view in a literary work.</p>
<p>PROJECT: PERSUASIVE LETTER TO ZEUS</p>	<p>RL.9-10.3 RL.9-10.3 W.9-10.7 W.9-10.9 W.9-10.4 L.9-10.1 L.9-10.2</p>	<p>Analyze Odysseus's use of rhetoric and persuasion. Trace character development. Gather information on a research topic in a consistent and organized way. Develop ideas into writing that addresses task, purpose, and audience. Edit writing for conventions.</p>
<p>QUIZ: THE ODYSSEY - BOOKS 7-12</p>	<p>Comprehensive test over standards presented in above lessons.</p>	
<p>THE ODYSSEY: FORESHADOWING AND NARRATIVE STRUCTURE</p>	<p>RL.9-10.5 RL.9-10.2 RL.9-10.3</p>	<p>Explain the challenging narrative structure of The Odyssey. Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Trace character development.</p>

THE ODYSSEY: PLOT STRUCTURE	<p>RL.9-10.5 RL.9-10.2 RL.9-10.3 RL.9-10.5</p>	<p>Explain the challenging narrative structure of The Odyssey Locate details that support a theme and analyze how those details shape the theme. Trace character development. Examine an author's use of foreshadowing, flashback, and pacing within a literary work.</p>
THE ODYSSEY: CHARACTER FOILS AND IRONY	<p>RL.9-10.3 RL.9-10.4</p>	<p>Explain how characterization influences plot and theme. Trace character development. Identify and analyze examples of figurative language.</p>
THE ODYSSEY: SYMBOLS	<p>RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.9</p>	<p>Identify explicit and inferential meaning through the analysis of common literary elements. Explain how characterization influences plot and theme. Trace character development. Identify and analyze examples of figurative language. (epithets) Examine an author's use of foreshadowing, flashback, and pacing within a literary work. Analyze how history and cultural experience shape purpose and point of view in a literary work.</p>
THE ODYSSEY: THEME OF LOYALTY	<p>RL.9-10.2 RL.9-10.3</p>	<p>Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Trace character development.</p>
THE ODYSSEY: SYMBOLS AND THEME	<p>RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.9</p>	<p>Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Trace character development. Analyze how history and cultural experience shape purpose and point of view in a literary work.</p>
QUIZ: THE ODYSSEY - BOOKS 13-24	<p>Comprehensive test over standards presented in above lessons.</p>	

PROJECT: RESEARCH NOTES AND EVALUATION OF SOURCES	RI.9-10.2 RI.9-10.5 RI.9-10.7 SL.9-10.3 SL.9-10.2 W.9-10.7	Identify main and supporting ideas in an informational text. Understand how the structure of a text impacts meaning. Identify a variety of means by which subject matter can be delivered. Locate information in a variety of formats, e.g., visual, oral, aural. Evaluate sources for credibility, accuracy, depth, and usefulness. Gather information on a research topic in a consistent and organized way, correctly recording it on note cards.
PROJECT: RESEARCH OUTLINE	RI.9-10.7 SL.9-10.2 SL.9-10.3 W.9-10.7 W.9-10.4 L.9-10.1	Locate information in a variety of formats, including visual, oral, and aural. Evaluate sources for credibility, accuracy, depth, and usefulness. Define and refine a research question for conducting research. Gather information on a research topic in a consistent and organized way, correctly recording it on note cards. Identify levels of appropriateness in word choice.
PROJECT: ARGUMENTATIVE ESSAY: "WHO IS MORE HEROIC?"	W.9-10.1 W.9-10.1.b W.9-10.1.c W.9-10.1.d W.9-10.1.e W.9-10.5	Diagram arguments for and against a particular interpretation. Address and use counter arguments to support a thesis. Use transitions to connect ideas and arguments when writing a persuasive essay. Use formal and objective language in persuasive essays. Provide appropriate closure when writing persuasive essays. Use elements of the writing process, i.e., prewriting, drafting, revising, and editing, in order to compose texts.

<p>PROJECT: PRESENTATION: "WHAT MAKES A HERO?"</p>	<p>RL.9-10.2 W.9-10.5 W.9-10.6 SL.9-10.2 W.9-10.8 W.9-10.7 SL.9-10.5 L.9-10.3.a</p>	<p>Explore themes in literary selections. Use computer technology to plan, draft, revise, edit and publish writing. Locate information in a variety of formats, e.g., visual, oral, aural. Combine multiple sources of information formatted visually, quantitatively and orally into a unified product. Gather information on a research topic in a consistent and organized way, correctly recording it on note cards. Organize information by subtopic. Paraphrase, summarize, quote, and accurately cite all researched information in MLA format. Select information representing a variety of perspectives. Synthesize information from multiple sources. Create presentations using a variety of digital media to effectively communicate ideas. Format a list of works cited using MLA guidelines.</p>
<p>THE ODYSSEY: FIGURATIVE LANGUAGE AND SYMBOLISM</p>		<p>Identify and analyze examples of figurative language.</p>
<p>TEST REVIEW</p>	<p>Comprehensive review over standards presented in Unit 3.</p>	
<p>TEST: EPIC POETRY</p>	<p>Comprehensive test over standards presented in Unit 3.</p>	
<p>SEMESTER TEST REVIEW</p>	<p>Comprehensive review over standards presented in English I Semester I.</p>	

EXAM - ENGLISH I SEMESTER I	Comprehensive test over standards presented in English I Semester I.	