

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning NCV01001.2 English I Sem 2 01001G0.5022	Content Area	LA
Course ID		Grade Level	9
Course Name		# of Credits	0.5
SCED Code		Curriculum Type	Odysseyware

COURSE DESCRIPTION

Semester 2 Students will continue to engage in in-depth analysis of increasingly 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 themes emerge and how they are developed through the plot, characters, and themes.
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 theme.
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 or allusions to other texts.
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 point of view are shaped by the author's purposes (e.g., to inform, to persuade, to entertain).
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 a wide reading of world 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 treatment.
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 from Ovid's Metamorphoses).
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 at a high level of difficulty.
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 advanced.
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 certain elements are introduced and how they are developed or refined over the course of the text.
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 or allusions to other texts.
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 a text (e.g., a portion of a speech or a section of a drama).
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.
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), comparing their points of view on the subject.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence relevant and accurate.

RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address) and determine the meaning of words and phrases as they are used in specific contexts.
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 and support, understanding the meaning of words and phrases as they are used in specific contexts.
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 claim(s), counterclaims, reasons, and evidence.
W.9-10.1.b	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of each claim.
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 ideas within and across the text.
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 they are writing.
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 effective 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 definitions, extended examples, facts, descriptions, and details.
W.9-10.2.b	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other illustrations and examples.
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 between ideas within and across the text.
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 they are writing.
W.9-10.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., a chart or diagram).
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 on which the story increments.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and characters or to show the relationships among them in ways that depth and meaning.
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, and settings.
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 how effectively it conveys ideas and their relationships to purposes and audiences.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of the capabilities of digital tools.
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; narrow or broaden the inquiry as appropriate, and synthesize multiple sources of information to create a report or outline.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the credibility and accuracy of each source; integrate text-based and digital information by using a combination of abstracted and full-text sources; and create a report or outline reflecting the research question and findings.
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 materials in a specific work of fiction or drama”).
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, distinguishing claims that are supported by reasons and evidence from claims that are not”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) with a range of prewriting, drafting, peer review, and revision strategies.
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, drawing on their own ideas as well as the ideas and perspectives of other students, and clearly expressing their own views and listening carefully to the perspective of others.
SL.9-10.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring back to the discussion.
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, and德尔尼特和评估).
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 point of view and make new connections in light of the evidence and reasoning presented by others.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated statements in a speech or written text.

SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of topics or issues.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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, dependent, object, subject, adverbial) in writing.
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 and style.
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 vocabulary.
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 the meaning of a word or phrase.
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, analyze).
L.9-10.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine the precise meaning of key words in a passage.
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 a dictionary).
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 listening.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS

<p>Unit 5: Drama:</p> <p>This is an overview of the standards covered in the lessons and projects below for Unit 5. Students may view the overview but have no exercises to complete.</p>	<p>Students will be introduced to ancient Greek and Elizabethan English drama, and compare and contrast the original Romeo and Juliet with a modern adaptation.</p> <p>Developing reading skills: analysis, evaluation, and interpretation</p> <p>Identifying explicit and implicit meaning in drama, philosophical texts, source material; supporting ideas with text</p> <p>Analyzing characteristics of drama – esp. Shakespearean: comedy and tragedy, character, dialogue, chorus, spectacle, soliloquy, aside, blank verse, iambic pentameter, allusion, foil, puns</p> <p>Developing writing skills – explanatory: responding to literature, analyzing dramatic elements, comparing treatment of a subject in two different mediums, identifying and incorporating textual support, revising for alignment to purpose and audience, depth of information, and clarity and accuracy of content, formatting and documenting according to MLA guidelines, collaborating, using the writing process</p> <p>Conducting research: answering the research question, identifying shared characteristics of art across time and cultures, evaluating the effectiveness of subject treatment in two or more mediums.</p> <p>Analyzing and participating in speaking and listening activities: collaborate discussions, peer evaluation</p> <p>Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
INTRODUCTION TO GREEK THEATER	<p>RL.9-10.10 RL.9-10.2 RL.9-10.3</p> <p>Identify and explain the elements of Ancient Greek drama.</p>

POETICS: ELEMENTS OF TRAGEDY	RL.9-10.4 RI.9-10.6 RI.9-10.1 L.9-10.6	Understand and explain Aristotle's definition of tragedy. Analyze how author's use rhetoric to develop their point of view and purpose. Locate textual evidence to support an argument. Extend general and specialized vocabulary through reading, writing, and listening.
OEDIPUS THE KING: ELEMENTS OF GREEK DRAMA	RL.9-10.1 RL.9-10.2 L.9-10.5 L.9-10.5.a L.9-10.6	Understand the concepts of fate, hubris, and dramatic irony in Greek drama. Recognize the role of gods and oracles in everyday life. Extend general and specialized vocabulary through reading, writing, speaking, and listening.
QUIZ: GREEK THEATER	Comprehensive test over standards presented in above lessons.	
OEDIPUS THE KING: VOCABULARY	L.9-10.5 L.9-10.4.c L.9-10.6	Analyze the effect of affixes on word meaning and part of speech. Use appropriate reference materials, print and digital, to find pronunciation, connotation, denotation, part of speech, and etymology of unfamiliar words. Extend general and specialized vocabulary through reading, writing, speaking, and listening.
OEDIPUS THE KING: IMAGERY AND THEME	RL.9-10.1 RL.9-10.3 RL.9-10.5 RL.9-10.2 RL.9-10.4 W.9-10.4	Cite specific textual evidence to support explicit and inferential analysis of text. Trace character traits and development. Analyze character motivation. Analyze the structure of drama. Identify and trace motifs and themes in drama. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.

OEDIPUS THE KING: CHARACTER DEVELOPMENT AND MOTIF	RL.9-10.3 RL.9-10.2 RL.9-10.5 L.9-10.4.a RL.9-10.4 W.9-10.4	Trace character development. Analyze character motivation. Examine an author's use of foreshadowing. Explain the structure of plot(s) and describe the dramatic techniques a playwright uses to advance them. Analyze an author's use of dramatic irony. Identify and trace motifs and themes in drama. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.
OEDIPUS THE KING: IRONY AND FORESHADOWING	RL.9-10.6 RL.9-10.2 RL.9-10.5 RL.9-10.4 W.9-10.4	Recognize the role of gods and oracles in everyday life. Examine an author's use of foreshadowing. Explain the structure of plot(s) and describe the dramatic techniques a playwright uses to advance them. Identify and trace motifs and themes in drama. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.
OEDIPUS THE KING: INTERPRETING LITERARY ELEMENTS	RL.9-10.3 L.9-10.4.a RL.9-10.2 RL.9-10.4 W.9-10.4	Trace character development and explain how it advances the plot and theme in drama. Analyze character motivation. Analyze irony in drama. Examine an author's use of foreshadowing. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.
QUIZ: OEDIPUS THE KING: PROLOGUE - SECOND EPISODE	Comprehensive test over standards presented in above lessons.	

OEDIPUS THE KING: DRAMATIC IRONY AND INFERENCE	RL.9-10.3 L.9-10.4.a RL.9-10.2 RL.9-10.4 W.9-10.4	Trace character development and explain how it advances the plot and theme in drama. Analyze character motivation. Analyze irony in drama. Examine an author's use of foreshadowing. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.
OEDIPUS THE KING: PLOT DIAGRAM	RL.9-10.5 RL.9-10.3 RL.9-10.4 W.9-10.4	Explain the structure of plot (s) and describe the dramatic techniques a playwright uses to advance them. Explain how characterization influences plot and theme. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.
OEDIPUS THE KING: DELIVERING AN ANALYSIS	RL.9-10.1 SL.9-10.4 SL.9-10.6 RL.9-10.4	Cite specific textual evidence to support explicit and inferential analysis of text. Present information and supporting evidence clearly, appropriate to purpose, audience, and task. Speak clearly to an audience, demonstrating formal language conventions. Analyze the impact of word choice and figurative language on meaning and tone.
OEDIPUS THE KING: CATASTROPHE	RL.9-10.3 L.9-10.4 L.9-10.4.a RL.9-10.4 W.9-10.4	Explain how characterization influences plot and theme. Explain the structure of plot (s) and describe the dramatic techniques a playwright uses to advance them. Analyze an author's use of irony. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.
OEDIPUS THE KING: CATHARSIS	RL.9-10.3 L.9-10.4 L.9-10.4.a W.9-10.4	Explain how characterization influences plot and theme. Analyze an author's use of irony. Analyze the impact of word choice and figurative language on meaning and tone. Write for a variety of tasks, purposes, and audiences.

PROJECT: WRITING A SCRIPT	RL.9-10.4 W.9-10.2.a L.9-10.1 L.9-10.2 W.9-10.3 W.9-10.3.d	Analyze the impact of word choice and figurative language on meaning and tone. Analyze ideas, concepts, and information to assist the reader in understanding and making connections. Edit for conventions. Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.
PROJECT: DISCUSSION COMPARING "THE TRAGEDY" AND OEDIPUS THE KING	RL.9-10.2 RL.9-10.7 W.9-10.10 SL.9-10.1 SL.9-10.1.c SL.9-10.1.d SL.9-10.1.a	Compare and contrast how related themes may be treated in different genres/mediums. Evaluate the effectiveness of subject treatment in two or more media. Share writing with and respond to the writing of others. Participate in an exchange of ideas using information from research or text. Pose and responds to questions in collaborative discussions. Draw inferences from and be respectful of different perspectives. Select evidence from a text under study to support participation in a group discussion.
QUIZ: OEDIPUS THE KING: THIRD EPISODE - FIFTH EPISODE	Comprehensive test over standards presented in above lessons.	
SHAKESPEARE'S INFLUENCE	RL.9-10.9 RL.9-10.1	Identify the source material for a literary text. Explain the influence of source material, including historical context, on a literary work. Cite specific textual evidence to support explicit and inferential analysis of text.
ROMEO AND JULIET: CULTURAL AND HISTORICAL CONTEXT	RL.9-10.6 RL.9-10.9	Recognize shared and distinctive characteristics of cultures. Interpret influence of historical context on literary works. Analyze how Elizabethan authors draw upon the Greek dramatic tradition.

ROMEO AND JULIET: ACT I- THE STRUCTURE OF SHAKESPEARE	RL.9-10.2 RL.9-10.3 RL.9-10.4	Identify elements of Shakespearean drama. Understand and recognize Shakespeare's use of language and dramatic conventions. Appreciate Shakespeare's craft.
VOCABULARY AND ROMEO AND JULIET	L.9-10.4.a L.9-10.5.b L.9-10.6 L.9-10.4.b	Use context clues to determine the meaning of unknown words. Distinguish between words with similar denotative meanings. Extend general and specialized vocabulary through reading, writing, speaking and listening. Use acquired vocabulary correctly and independently in a variety of contexts.
ROMEO AND JULIET: CHARACTERIZATION AND FORESHADOWING	RL.9-10.3 RL.9-10.5	Trace character development. Analyze character motivation. Examine an author's use of foreshadowing, flashback, and pacing within a literary work.
QUIZ: SHAKESPEARE	Comprehensive test over standards presented in above lessons.	
ROMEO AND JULIET: ACT II - THEME AND DRAMATIC DEVICES	RL.9-10.2 RL.9-10.1 L.9-10.3 L.9-10.5 RL.9-10.4	Identify and trace the development of a theme. Locate details that support a theme and analyze how those details shape the theme. Define and explain poetic and dramatic devices use by Shakespeare. Identify and analyze examples of figurative language. Analyze the impact of word choice on meaning and tone.
ROMEO AND JULIET: ACT III - CHARACTER	RL.9-10.2 RL.9-10.5 RL.9-10.3 RL.9-10.4	Explain the structure of plot(s) and describe the dramatic techniques a playwright uses to advance them. Examine an author's use of foreshadowing, flashback, and pacing within a literary work. Trace character development. Analyze character motivation. Analyze the impact of word choice on meaning and tone.

ROMEO AND JULIET: ACT IV - POETIC AND DRAMATIC DEVICES	L.9-10.3 L.9-10.4 L.9-10.5 RL.9-10.3 RL.9-10.4	Define and explain poetic and dramatic devices used by Shakespeare. Identify and analyze examples of figurative language. Analyze the impact of word choice on meaning and tone. Analyze character motivation.
ROMEO AND JULIET: ACT V - ANNOTATING TEXT	RL.9-10.1 RL.9-10.6 RL.9-10.2 W.9-10.2	Annotate text to uncover explicit and implicit meaning. Appreciate shared characteristics of literature across cultures. Explore common themes across time and culture. Write an interpretive response to a literary text.
PROJECT: COMPARE TWO VERSIONS OF ROMEO AND JULIET	RL.9-10.7 W.9-10.10 SL.9-10.1 SL.9-10.1.a SL.9-10.1.c SL.9-10.1.d SL.9-10.5	Compare and contrast how related themes may be treated in different genres/media. Evaluate the effectiveness of subject treatment in two or more media. Share writing with and respond to the writing of others. Participate in an exchange of ideas using information from research or text. Pose and responds to questions in collaborative discussions. Draw inferences from and be respectful of different perspectives. Select evidence from a text under study to support participation in a group discussion. Make strategic use of digital media.
PRONOUNS AND PUNCTUATION OF APPositives AND CLAUSES	L.9-10.4 L.9-10.4.a L.9-10.1 L.9-10.1.b	Distinguish nominative and objective case pronouns by their use in a sentence. Identify and use different types of pronouns (demonstrative, indefinite, interrogative, possessive, relative, absolute possessive, reciprocal, reflexive). Distinguish correct and incorrect pronoun /antecedent agreement.
QUIZ: ROMEO AND JULIET	Comprehensive test over standards presented in above lessons.	

TEST REVIEW	Comprehensive review over standards presented in Unit 5.	
Test: Drama	Comprehensive test over standards presented in Unit 5.	

Unit 6: Novel:	<p>This is an overview of the standards covered in the lessons and projects below for Unit 6. Students may view the overview but have no exercises to complete.</p>	<p>Students will explore unifying themes as they read To Kill a Mockingbird. A study of various speeches illuminates the historical context of the novel. Developing reading skills: analysis, evaluation, and interpretation Identifying explicit and implicit meaning in fiction and nonfiction; supporting ideas with text Reading for information: Cultural and historical background Analyzing characteristics of fiction – esp. characters, setting, theme, style, tone, point of view, figurative language, historical context Developing writing skills – explanatory: responding to literature, comparing treatment of a subject in two different mediums, analyzing within historical context, identifying and incorporating textual support, varying transitions, using relevant and precise vocabulary, formatting and documenting according to MLA guidelines, collaborating, using the writing process argumentative: evaluating the effectiveness of subject treatment in two or more mediums, making a claim, supporting a claim, identifying and incorporating textual support, varying transitions, using relevant and precise vocabulary, formatting and documenting according to MLA guidelines, collaborating, using the writing process Conducting research: evaluating the effectiveness of subject treatment in two or more mediums. Analyzing and participating in speaking and listening activities: collaborate discussions, recording a speech Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
INTRODUCTION TO THE NOVEL FORMAT	RL.9-10.9	Learn about the history of the novel as a literary form.

TO KILL A MOCKINGBIRD: HISTORICAL SETTING	RL.9-10.9 RL.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5	<p>Learn about the history and culture surrounding To Kill a Mockingbird.</p> <p>Annotate text to uncover explicit and implicit meaning of informational and literary nonfiction text.</p> <p>Cite textual evidence to support explicit and inferential analysis of informational and literary nonfiction text.</p> <p>Analyze the delivery of information in informational and literary nonfiction texts, including how the author reveals analysis, introduces and develops ideas, and makes connections between those ideas.</p> <p>Examine the sequencing of ideas and events in informational and literary nonfiction texts.</p>
"THE BIG RED SCARE": INFER AND ANALYZE	RL.9-10.9 RL.9-10.6 RI.9-10.1 RI.9-10.2 W.9-10.8	<p>Learn about the history and culture surrounding To Kill a Mockingbird.</p> <p>Cite textual evidence to support explicit and inferential analysis of informational and literary nonfiction text.</p> <p>Analyze how the author introduces and connects ideas.</p> <p>Combine multiple sources of information presented in diverse media into a unified product</p>
TO KILL A MOCKINGBIRD: ROOTS, PREFIXES, AND SUFFIXES	L.9-10.4.a L.9-10.4.c L.9-10.6	<p>Use context clues to determine the meaning of unknown words.</p> <p>Use appropriate reference materials to verify word meanings.</p> <p>Extend general and specialized vocabulary through reading, writing, speaking, and listening.</p>
PROJECT: INFORMATIVE ESSAY	W.9-10.2 W.9-10.2.a W.9-10.2.b W.9-10.2.c W.9-10.2.e W.9-10.8 W.9-10.9 W.9-10.2.d L.9-10.3.a	<p>Write explanatory/informative work related to texts to communicate ideas and information to a specific audience.</p> <p>Organize ideas in writing logically.</p> <p>Include relevant supporting facts, definitions, quotations, and details that enhance the explanation of the topic.</p> <p>Use appropriate and varied transitions between major concepts and ideas.</p> <p>Synthesize information from multiple sources.</p> <p>Draw evidence from informational works to support reflection.</p> <p>Use relevant and precise vocabulary correctly.</p> <p>Write essays using the MLA documentation system.</p>

QUIZ: INTRODUCTION TO THE NOVEL FORMAT	Comprehensive test over standards presented in above lessons.	
TO KILL A MOCKINGBIRD: CHARACTERIZATION AND POINT OF VIEW - CHAPTER 1	RL.9-10.1 RL.9-10.3 RL.9-10.3 RL.9-10.2 RL.9-10.4	Cite specific textual evidence to support explicit and inferential analysis of text. Identify major and minor characters. Analyze and explain characterization techniques. Explain how characterization influences plot and theme. Analyze the impact of word choice on meaning and tone.
TO KILL A MOCKINGBIRD: TRACING THEMES - CHAPTERS 2-3	RL.9-10.1 RL.9-10.3 RL.9-10.2 RL.9-10.2 RL.9-10.3	Cite specific textual evidence to support explicit and inferential analysis of text. Trace character development. Identify and trace the development of a theme. Locate details that support a theme, and analyze how those details shape the theme. Explain how characterization influences plot and theme.
TO KILL A MOCKINGBIRD: MULTIPLE PLOTS - CHAPTERS 1-7	RL.9-10.1 RL.9-10.3 RL.9-10.3 RL.9-10.2 RL.9-10.2 RL.9-10.3	Cite specific textual evidence to support explicit and inferential analysis of text. Trace character development. Analyze character motivation. Identify and trace the development of a theme. Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme.
TO KILL A MOCKINGBIRD: HISTORICAL CONTEXT - CHAPTERS 8-11	RL.9-10.1 RL.9-10.2 RL.9-10.2 RL.9-10.3 RL.9-10.9	Cite specific textual evidence to support explicit and inferential analysis of text. Identify and trace the development of a theme. Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Recognize the importance of historical context to the understanding and appreciation of character.

TO KILL A MOCKINGBIRD: SYMBOLISM	RL.9-10.1 RL.9-10.3 RL.9-10.2 RL.9-10.2 RL.9-10.3 RL.9-10.9	Cite specific textual evidence to support explicit and inferential analysis of text. Analyze character motivation. Identify and trace the development of a theme. Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Recognize the importance of historical context to the understanding and appreciation of character.
TO KILL A MOCKINGBIRD: CHARACTER AND THEME	RL.9-10.1 RL.9-10.3 RL.9-10.3 RL.9-10.3 RL.9-10.2 RL.9-10.2 RL.9-10.3 W.9-10.2	Cite specific textual evidence to support explicit and inferential analysis of text. Trace character development. Analyze character motivation. Analyze and explain characterization techniques. Identify and trace the development of a theme. Locate details that support a theme and analyze how those details shape the theme. Explain how characterization influences plot and theme. Write a literary text that expresses ideas and feelings about the characters, events, and ideas.
QUIZ: TO KILL A MOCKINGBIRD: CHAPTERS 1-11	Comprehensive test over standards presented in above lessons.	
TO KILL A MOCKINGBIRD: WORD CHOICE	L.9-10.5 L.9-10.5.b RL.9-10.4 RL.9-10.4	Identify and analyze examples of figurative language. Distinguish between the connotative and denotative meaning of words. Interpret connotative meaning of words within a literary work. Analyze the impact of word choice on meaning and tone.
PROJECT: CHARTING CHARACTER DEVELOPMENT	RL.9-10.3 W.9-10.2.a W.9-10.2.b	Trace character development. Analyze ideas, concepts, and information to assist the reader in understanding and making connections. Include relevant supporting facts, definitions, quotations, and details that enhance the explanation of the topic.
TO KILL A MOCKINGBIRD: CLAUSES AND SENTENCE STRUCTURE	L.9-10.1.b	Identify and use phrases and clauses to add variety and interest.

TO KILL A MOCKINGBIRD: POINT OF VIEW - CHAPTERS 12-14	RL.9-10. RL.9-10.6 RL.9-10.6 RL.9-10.9 RL.9-10.3 RL.9-10.3 RL.9-10.2 RL.9-10.9	Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Recognize the importance of point of view in a literary work. Analyze how history and cultural experience shape purpose and point of view in a literary work. Trace character development. Analyze character motivation. Explain how characterization influences plot and theme. Recognize the importance of historical context for the understanding and appreciation of character.
TO KILL A MOCKINGBIRD: SYMBOLISM AND CHARACTER - CHAPTERS 15-20	RL.9-10.1 RL.9-10.6 RL.9-10.3 RL.9-10.3 RL.9-10.2	Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Recognize the importance of point of view in a literary work. Trace character development. Analyze character motivation. Explain how characterization influences plot and theme.
TO KILL A MOCKINGBIRD: PREDICTING	RL.9-10.1 RL.9-10.6 RL.9-10.3 RL.9-10.3 RL.9-10.2	Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Recognize the importance of point of view in a literary work. Trace character development. Analyze character motivation. Explain how characterization influences plot and theme.
TO KILL A MOCKINGBIRD: AUTHOR'S PERSPECTIVE	RL.9-10.1 RL.9-10.6 RL.9-10.9 RL.9-10.3 W.9-10.2 W.9-10.2.d	Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Analyze how history and cultural experience shape purpose and point of view in a literary work. Recognize the importance of historical context to the understanding and appreciation of character. Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include organized and accurately conveyed information and reader-friendly formatting techniques.

TO KILL A MOCKINGBIRD: HISTORICAL CONTEXT AND CHARACTER - CHAPTERS 21-26	RL.9-10.1 RL.9-10.6 RL.9-10.9 RL.9-10.3 RL.9-10.3 RL.9-10.2 RL.9-10.3	Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Analyze how history and cultural experience shape purpose and point of view in a literary work. Trace character development. Analyze character motivation. Explain how characterization influences plot and theme. Recognize the importance of historical context to the understanding and appreciation of character.
TO KILL A MOCKINGBIRD: THEMES - CHAPTERS 27-31	RL.9-10.1 RL.9-10.3 RL.9-10.3 RL.9-10.2	Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Trace character development. Analyze character motivation. Explain how characterization influences plot and theme.
TO KILL A MOCKINGBIRD: CHARACTER ARC	RL.9-10.1 RL.9-10.6 RL.9-10.3 RL.9-10.3 RL.9-10.2	Analyze the text for explicit and implicit meaning, using textual evidence to support analysis. Recognize the importance of point of view in a literary work. Trace character development. Analyze character motivation. Explain how characterization influences plot and theme.
QUIZ: TO KILL A MOCKINGBIRD: CHAPTERS 12-31	Comprehensive test over standards presented in above lessons.	
TO KILL A MOCKINGBIRD: METAPHOR AND MOTIF	L.9-10.5 L.9-10.5.b RL.9-10.4 RL.9-10.4	Identify and analyze examples of figurative language. Distinguish between the connotative and denotative meaning of words. Interpret connotative meaning of words within a literary work. Analyze the impact of word choice on meaning and tone.

PROJECT: COMPARATIVE PRESENTATION - TO KILL A MOCKINGBIRD NOVEL AND FILM	RL.9-10.2 RL.9-10.7 W.9-10.2 W.9-10.2.a W.9-10.7	Compare and contrast how related themes may be treated in different genres/media. Evaluate the effectiveness of subject treatment in two or more media. Organize information, findings, and supporting evidence appropriate to purpose, audience, and task. Analyze how messages in media are conveyed through visual and sound techniques including camera angles and background music.
CONVENTIONS OF WRITING: SEMICOLONS	L.9-10.1.b L.9-10.2.a	Identify and use phrases and clauses to add variety and interest to sentences. Distinguish between correct and incorrect use of semicolon to link clauses.
PROJECT: WRITE A NARRATIVE	W.9-10.3 W.9-10.3.a W.9-10.3.b W.9-10.3.c L.9-10.1 L.9-10.2	Compose an engaging and complete story with dynamic characters and a variety of literary techniques. Use quotation marks, commas, colons, and dashes correctly in a narrative.
QUIZ: TO KILL A MOCKINGBIRD: CONCLUSION	Comprehensive test over standards presented in above lessons.	
TEST REVIEW	Comprehensive review over standards presented in Unit 6.	
TEST: NOVEL	Comprehensive test over standards presented in Unit 6.	

<p>Unit 7: Poetry:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 7. Students may view the overview but have no exercises to complete.</p> <p>Students will examine poetic form, study poems from different eras and different cultures, as well learn how to annotate poetry. Developing reading skills: analysis, evaluation, and interpretation Identifying explicit and implicit meaning in poetry and art Analyzing characteristics of poetry – figurative language (esp. simile, metaphor, personification, hyperbole, idiom, onomatopoeia), poetic devices (esp. alliteration, assonance, consonance, and enjambment), rhyme, meter, form, speaker, theme, symbol Developing writing skills – explanatory: responding to literature, analyzing poetic elements, comparing and contrasting the depiction of the same subject or scene in a literary work and another artistic medium, identifying shared characteristics of art across time and cultures, paraphrasing, annotating, supporting with text, using the writing process, revising for style, sentence variety, and word choice narrative/creative: playing with figurative language and sound devices argumentative: diagraming arguments, formulating a claim, supporting a claim, using the writing process, connecting ideas in arguments, using persuasive language Conducting research: Defining and refining a research question, evaluating sources, formulating a thesis, synthetizing and integrating information, using MLA Style Guide, paraphrasing, summarizing and quoting, incorporating digital media, Analyzing and participating in speaking and listening activities: collaborate discussions, preparing and presenting a multimedia presentation Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
------------------------	--

ANALOGIES AND WORD ORIGINS	L.9-10.5 L.9-10.6 L.9-10.4 L.9-10.4.a L.9-10.4.c	Analyze and interpret analogies. Describe the structure of analogies and the different types. Compose a variety of original analogies that teach functions and descriptions of objects. Identify origins and meanings of foreign words and phrases commonly used in English writing.
INTRODUCTION TO POETRY	RL.9-10.10	Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose. Define and offer examples of various forms of poetry.
"YOUNG" AND "HANGING FIRE": ANALYZING POETRY	RL.9-10.1 RL.9-10.2 RL.9-10.7 RL.9-10.4	Cite specific textual evidence to support explicit and inferential analysis of text. Locate details that support a theme and analyze how those details shape the theme. Compare/contrast theme in two poems. Identify examples of figurative language, including simile, metaphor, personification, alliteration, hyperbole, idiom, onomatopoeia.
"THEME FOR ENGLISH B": RHYTHM AND METER OF POETRY	RL.9-10.1 RL.9-10.5 RL.9-10.4 RL.9-10.2 L.9-10.3 L.9-10.5 L.9-10.5.b	Identify explicit and inferential meaning through the analysis of common literary elements Identify the form, rhyme scheme, and meter. Analyze the impact of word choice on meaning and tone. Identify and trace the development of a theme. Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and then describe the ways in which they help reveal theme.
"SONNET 73": RHYME SCHEME AND MEANING	RL.9-10.10 RL.9-10.1 RL.9-10.5 RL.9-10.4 RL.9-10.4 RL.9-10.2	Recognize and explain the distinguishing characteristics of various kinds of poetry, such as, sonnets, lyric poetry, blank verse. Identify explicit and inferential meaning through the analysis of common literary elements. Identify the form, rhyme scheme, and meter. Identify and analyze examples of figurative language. Analyze the impact of word choice on meaning and tone. Identify and trace the development of a theme.

"THE BEAN EATERS": RHYME SCHEME AND IMAGERY	RL.9-10.1 RL.9-10.5 RL.9-10.4 RL.9-10.4 RL.9-10.2 L.9-10.3 L.9-10.5 L.9-10.5.b	Identify explicit and inferential meaning through the analysis of common literary elements. Identify the form, rhyme scheme, and meter. Identify and analyze examples of figurative language. Analyze the impact of word choice on meaning and tone. Identify and trace the development of a theme. Define and explain poetic devices such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal theme.
QUIZ: MAKING SENSE OF POETRY	Comprehensive test over standards presented in above lessons.	
"THE ROAD NOT TAKEN" AND "SONG OF THE OPEN ROAD": POETIC PUNCTUATION AND PARAPHRASE	RL.9-10.1 RL.9-10.2 RL.9-10.2 RL.9-10.5 RL.9-10.2 L.9-10.3 L.9-10.5 L.9-10.5.b	Cite specific textual evidence to support explicit and inferential analysis of text. Locate details that support a theme and analyze how those details shape the theme. Identify form and rhyme scheme in poetry. Paraphrase a poem. Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal theme.
"WE GROW ACCUSTOMED TO THE DARK": ANNOTATION AND THEME	RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.9-10.4 RL.9-10.1	Cite specific textual evidence to support explicit and inferential analysis of text. Locate details that support a theme and analyze how those details shape the theme. Identify and explain form and rhyme scheme in poetry. Identify examples of figurative language including simile, metaphor, personification, alliteration, hyperbole, idiom, onomatopoeia. Annotate a poem for its use of poetic devices.
"THE COURAGE MY MOTHER HAD": SOUND DEVICES	L.9-10.6 L.9-10.3 SL.9-10.3 RL.9-10.1	Examine sound devices in poetry. Analyze a poet's use of imagery. Draw conclusions about the speaker of a poem. Cite specific textual evidence to support explicit and inferential analysis of text.

QUIZ: POETIC LANGUAGE AND CONNECTIONS	Comprehensive test over standards presented in above lessons.	
"CAGED BIRD": THEME AND FORM	RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.5	Cite specific textual evidence to support explicit and inferential analysis of text. Locate details that support a theme and analyze how those details shape the theme. Analyze symbolism in a poem. Analyze form and rhyme scheme in poetry.
"WOMEN": METAPHOR AND TONE	L.9-10.5 RL.9-10.4 RL.9-10.2 RL.9-10.4	Identify and explain examples of figurative language including simile, metaphor, personification, alliteration, hyperbole, idiom, onomatopoeia. Identify and explain tone in poetry. Locate details that support a theme and analyze how those details shape the theme. Distinguish between the connotative and denotative meaning of words.
"THE JOURNEY": TONE, FIGURATIVE LANGUAGE, AND THEME	RL.9-10.1 RL.9-10.2 RL.9-10.4 L.9-10.5	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. Analyze the impact of word choice on meaning and tone. Identify and analyze examples of figurative language.
"CLOUD": FORM AND IMAGERY	RL.9-10.5 RL.9-10.4 SL.9-10.3 L.9-10.5	Analyze form in poetry and how it shapes meaning. Analyze a poet's use of imagery. Draw conclusions about the speaker of a poem. Identify and analyze examples of figurative language.
QUIZ: POETIC LANGUAGE	Comprehensive test over standards presented in above lessons.	

"THE BELLS" AND "ANNABEL LEE": SOUND AND MOOD	L.9-10.6 RL.9-10.4 RL.9-10.1	Identify and examine the effect of sound elements in poetry. Analyze mood in poetry. Interpret and explicate meaning in poetry.
PROJECT: ANNOTATE A POEM	RL.9-10.1 RL.9-10.1 RL.9-10.2	Annotate poetry for the poet's use of poetic devices. Use annotations to explicate a poem. Locate details that support a theme and analyze how those details shape the theme.
PROJECT: ARGUMENTATIVE ESSAY: FIGURATIVE VS. LITERAL LANGUAGE	W.9-10.1 W.9-10.1.a W.9-10.1.b W.9-10.9.b W.9-10.1.c W.9-10.1.d W.9-10.9 W.9-10.1	Diagram arguments for and against a particular interpretation. Evaluate the validity of claims. Identify fallacious reasoning or statement. Develop a thesis that is a debatable assertion. Use transitions to connect ideas and arguments when writing a persuasive essay. Use formal and objective language in persuasive essays. Cite evidence from a text to support your assertions. Write a persuasive argument.
SEMICOLONS AND SPELLING	L.9-10.2.a L.9-10.2 L.9-10.2.c	Distinguish between correct and incorrect use of a semicolon to link clauses. Identify and correct commonly misspelled words.

PROJECT: POETRY RESEARCH	W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.2 W.9-10.2.b W.9-10.6 L.9-10.3.a SL.9-10.4 L.9-10.6	<p>Define and refine a research question for conducting research.</p> <p>Evaluate sources for research based on research question and RADCAB.</p> <p>Formulate a thesis statement based on answer to research question.</p> <p>Integrate information selectively to create a fluent, original research product.</p> <p>Paraphrase, summarize, quote, and accurately cite all researched information according to standard format.</p> <p>Create presentations using a variety of digital media to effectively communicate ideas.</p> <p>Use the MLA documentation system.</p> <p>Present information, findings, and supporting evidence, clearly, concisely, and logically.</p> <p>Use acquired vocabulary correctly and independently in a variety of contexts.</p>
QUIZ: INTERPRETING POETRY	Comprehensive test over standards presented in above lessons.	
TEST REVIEW	Comprehensive review over standards presented in Unit 7.	
TEST: POETRY	Comprehensive test over standards presented in Unit 7.	
SEMESTER TEST REVIEW	Comprehensive review over standards presented in English 1 Semester 2.	

EXAM: ENGLISH I SEMESTER 2 EXAM

Comprehensive
test over
standards
presented in
English I
Semester 2.

sufficient; ide

