

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-ENG-106AV2-K	Grade Level	9-12
Course Name	Recovery English 9 Semester 1	# of Credits	0.5
SCED Code	01001B0.5012	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Recovery English 9 Semester 1 is generally offered over the summer. K12’s English 9 Summit course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Throughout the course, students practice narrative, informative, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers.

This is a credit recovery course, so students need to have taken English 9 Semester 2 prior to taking this course. Students may test out of lessons to move at an accelerated pace.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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 or style, and to comprehend more fully when reading or listening.

L.9-10.3.a	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
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., <i>analyze, analysis, analytical; advocate, advocacy</i>).
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 of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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 at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
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 that are drawn between them.
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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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 section or chapter).
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 which details are emphasized in 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 and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
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.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
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 theme.
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 (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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 (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
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 or the Bible or how a later author draws on a play by Shakespeare).
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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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 other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
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; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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 understanding and make new connections in light of the evidence and reasoning presented.
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 or distorted evidence.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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 findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
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 both in a manner that anticipates the audience’s knowledge level and concerns.
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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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 content.
W.9-10.2.a	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2.b	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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 complex 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 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., 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 a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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/or 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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 significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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 when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “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 or the Bible or how a later author draws on a play by Shakespeare]”).
W.9-10.9.b	b. Apply <i>grades 9–10 Reading standards</i> 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 and sufficient; identify false statements and fallacious reasoning”).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Narrative Techniques and Structure Lesson 1: Workshop: Academic and Domain-Specific Words	L.9-10.6	Use academic and domain-specific words when reading, writing, and speaking. Determine the meaning of academic and domain-specific words.
Unit 1: Narrative Techniques and Structure Lesson 2: Workshop: Narrative Arc and Central Idea	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.9-10.10	Define characteristics of fiction and nonfiction. Define stated and unstated central ideas. Analyze traits of evidence.
Unit 1: Narrative Techniques and Structure Lesson 3: Arc and Central Idea: "The Oasis: Africa"	L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word

	RI.9-10.10	<p>patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Analyze narrative arc in nonfiction.</p> <p>Analyze central ideas in a nonfiction narrative.</p> <p>Cite textual evidence to support ideas.</p>
<p>Unit 1: Narrative Techniques and Structure</p> <p>Lesson 4: Arc and Central Idea: "The Interlopers"</p>	<p>RL.9-10.5</p> <p>RL.9-10.10</p>	<p>Analyze narrative arc and its impact in a short story.</p> <p>Cite textual evidence to support inferences.</p>
<p>Unit 1: Narrative Techniques and Structure</p> <p>Lesson 5: Workshop: Point of View and Narrator's Reliability</p>	<p>RL.9-10.5</p> <p>RL.9-10.10</p>	<p>Define the major types of literary point of view.</p> <p>Analyze reliable and unreliable narrators.</p>
<p>Unit 1: Narrative Techniques and Structure</p> <p>Lesson 6: Point of View and Narrator: "The Black Cat"</p>	<p>L.9-10.4, a-d</p> <p>L.9-10.6</p> <p>RL.9-10.3</p> <p>RL.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Analyze narrative point of view in a short story.</p> <p>Define and analyze unreliable narrator.</p>
<p>Unit 1: Narrative Techniques and Structure</p> <p>Lesson 7: Your Choice</p>	<p>RL.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p>

		<p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 8: Workshop: Author’s Viewpoint and Purpose</p>	<p>RI.9-10.3 RI.9-10.6 RI.9-10.10</p>	<p>Identify author's purpose and viewpoint in nonfiction.</p> <p>Analyze techniques of narrative nonfiction.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 9: Viewpoint and Purpose: "The Final Assault"</p>	<p>RI.9-10.3 RI.9-10.10</p>	<p>Analyze how an author unfolds and connects events in a nonfiction narrative.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 10: Viewpoint and Purpose: "The Dream Come True"</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.6 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10</p>	<p>Analyze author's purpose and viewpoint in a nonfiction narrative.</p> <p>Imagine a different point of view and share with your peers.</p> <p>Comment on fellow students’ writing.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 11: Unit Review: Narrative Techniques and Structure</p>	<p>L.9-10.6 L-9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.6 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10</p>	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p> <p>Ask for help with anything you do not fully understand.</p> <p>Review the test-taking strategies activity.</p>

<p>Unit 1: Narrative Techniques and Structure Lesson 12: Unit Test: Narrative Techniques and Structure</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.6 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a-b W.9-10.10</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read two short passages. For each do the following:</p> <ul style="list-style-type: none"> Describe a complicating incident and its impact on a character's thoughts, feelings, actions, and interactions. Use evidence from the text to support your response. Write at least two complete paragraphs.
<p>Unit 1: Narrative Techniques and Structure Lesson 13: Workshop: Short Story</p>	<p>W.9-10.3, a-b W.9-10.5 W.9-10.10</p>	<p>Select and narrow a story topic.</p> <p>Develop a narrative arc with a conflict and a plot.</p> <p>Create characters and dialogue.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 14: Draft a Short Story A</p>	<p>W.9-10.3, a-c W.9-10.5 W.9-10.10</p>	<p>Begin to draft a short story.</p> <p>Engage the reader and establish a narrative point of view.</p> <p>Write convincing dialogue.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 15: Draft a Short Story B</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.3, a-e W.9-10.5 W.9-10.10</p>	<p>Continue drafting the short story to its conclusion.</p> <p>Using showing language and telling language as appropriate.</p> <p>Share with your peers your short story.</p> <p>Comment on fellow students' writing.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 16: Your Choice</p>	<p>RI.9-10.10 RL.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p>

		<p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>
<p>Unit 1: Narrative Techniques and Structure Lesson 17: Revise a Short Story</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10</p>	<p>Revise the short story draft.</p> <p>Proofread the revised draft.</p> <p>Share the short story with readers.</p> <p>Discuss with your peers the illustrations you chose for your short story.</p> <p>Comment on other students' illustrations.</p>
<p>Unit 2: Development of Theme Lesson 1: Workshop: Vocabulary in Context</p>	<p>L.9-10.4, a</p>	<p>Define words, including multiple-meaning words, by using context clues.</p>
<p>Unit 2: Development of Theme Lesson 2: Workshop: Analyze Theme and Central Idea in Narratives</p>	<p>L.9-10.4, a-d L.9-10.6 RI.9-10.2 RI.9-10.10 RL.9-10.2 RL.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Find and analyze theme in narrative fiction and nonfiction.</p> <p>Infer theme and central idea from details.</p>

<p>Unit 2: Development of Theme Lesson 3: Theme and Central Idea: "Nameless, Tennessee"</p>	<p>L.9-10.4, a-d L-9-10.6 RI.9-10.2 RI.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Analyze how central idea emerges from details in narrative nonfiction.</p>
<p>Unit 2: Development of Theme Lesson 4: Theme and Central Idea: "August Heat"</p>	<p>RL.9-10.2 RL.9-10.10</p>	<p>Determine the theme of "August Heat."</p> <p>Analyze how the author uses details to create theme.</p>
<p>Unit 2: Development of Theme Lesson 5: Workshop: Write an Analysis</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.9, a-b W.9-10.10</p>	<p>Learn how to do a close reading.</p> <p>Write a literary analysis based on close reading.</p> <p>Share with fellow students your analysis of reading</p> <p>Comment on fellow students 'analyses (Do you agree or disagree?).</p>
<p>Unit 2: Development of Theme Lesson 6: Workshop: Characterization Develops Theme</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.10</p>	<p>Synthesize understanding of characterization and theme.</p> <p>Define elements of direct and indirect characterization.</p>
<p>Unit 2: Development of Theme Lesson 7: Characterization and Theme: "Water Never Hurt a Man"</p>	<p>L.9-10.4, a-d L-9-10.6 RL.9-10.2 RL.9-10.3</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word</p>

	<p>RL.9-10.10</p>	<p>patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Analyze how characters interact and change.</p> <p>Use text evidence to analyze how characters contribute to theme.</p>
<p>Unit 2: Development of Theme Lesson 8: Characterization and Theme: "Marigolds"</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.10 SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Analyze how the first-person narrator interacts with other characters.</p> <p>Examine how characters contribute to theme.</p> <p>Create a visual presentation of the story and share with your peers.</p> <p>Explain in your post how the medium you chose allows you to reveal a character's salient qualities or traits.</p> <p>Comment on other students' visual presentations.</p>
<p>Unit 2: Development of Theme Lesson 9: Workshop: Noun and Verb Phrases</p>	<p>L.9-10.1, b L.9-10.2</p>	<p>Identify and punctuate noun and verb phrases.</p> <p>Use phrases to convey specific meanings and to add variety and interest.</p>
<p>Unit 2: Development of Theme Lesson 10: Workshop: Write a Summary of a Fictional Text</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10</p>	<p>Learn how to write a summary.</p> <p>Summarize a fiction text.</p>
<p>Unit 2: Development of Theme Lesson 11: Unit Review: Development of Theme</p>	<p>RI.9-10.2 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.10</p>	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p> <p>Ask for help with anything you do not fully understand.</p>

		Review the test-taking strategies activity.
<p>Unit 2: Development of Theme Lesson 12: Unit Test: Development of Theme</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.2 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a-b W.9-10.10</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read two short passages. For each do the following:</p> <ul style="list-style-type: none"> • Describe character relationships and development. • Describe how characters contribute to the development of the theme. • Use evidence from the text to support your response. • Write at least two complete paragraphs.
<p>English 9 Checkpoint 1</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.6 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a-b W.9-10.10</p>	<p>Students will be assessed on content taught thus far in the semester.</p> <p>Read two short passages. For each do the following:</p> <ul style="list-style-type: none"> • Describe the theme and the details used to introduce and develop the theme. • Use evidence from the text to support your response. • Write at least two complete paragraphs.
<p>Unit 3: Characters and Effects Lesson 1: Workshop: Adjective, Adverb, and Prepositional Phrases</p>	<p>L.9-10.1, b L.9-10.2</p>	<p>Identify and punctuate prepositional, adjective, and adverb phrases.</p> <p>Use phrases to convey specific meanings and to add variety and interest.</p>

<p>Unit 3: Characters and Effects Lesson 2: Workshop: Creating Surprise and Characters Develop Plot</p>	<p>RL.9-10.3 RL.9-10.5 RL.9-10.10</p>	<p>Compare and contrast flat and complex characters.</p> <p>Explain how characters advance plot.</p> <p>Explain how authors create surprise.</p>
<p>Unit 3: Characters and Effects Lesson 3: Surprise and Plot: "The Most Dangerous Game"</p>	<p>L.9-10.4, a-d L-9-10.6 RL.9-10.3 RL.9-10.5 RL.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Analyze how characters advance the plot in "The Most Dangerous Game."</p> <p>Analyze how the author creates surprise in "The Most Dangerous Game."</p>
<p>Unit 3: Characters and Effects Lesson 4: Surprise and Plot: "A Horseman in the Sky"</p>	<p>RL.9-10.3 RL.9-10.5 RL.9-10.7 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.3, a-e W.9-10.4 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Analyze how characters advance the plot in "A Horseman in the Sky."</p> <p>Analyze how the author creates surprise in "A Horseman in the Sky."</p> <p>Compare similar ideas expressed in a short story and a drawing.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Choose a dilemma in "A Horseman in the Sky" and connect it to a dilemma in your own life. • Write a post about how you would solve the dilemma. • Describe the different options and what makes the choice difficult. • Explain what you would do in the situation—either a situation in the story or an analogous situation in your own life.

		Comment on other students' visual presentations.
Unit 3: Characters and Effects Lesson 5: Workshop: Write a One Idea, Two Mediums Essay	RL.9-10.1 RL.9-10.7 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.10	Compare and contrast works on the same idea that use different artistic mediums.
Unit 3: Characters and Effects Lesson 6: Workshop: Tone, Voice, and Humor in Nonfiction	RI.9-10.4 RI.9-10.6 RI.9-10.10	Define tone and voice. Analyze how absurdity, tone, and voice create humor in nonfiction.
Unit 3: Characters and Effects Lesson 7: Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	RI.9-10.1 RI.9-10.2 RI.9-10.6 RI.9-10.8 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.1, a-e W.9-10.4 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10	Analyze how Benjamin Franklin uses word choice to create humor. Analyze an author's unique voice. Write a discussion post to your peers and do the following: <ul style="list-style-type: none"> • Learn more about the witch trials Benjamin Franklin described. • Do research to find the answer to the following questions and other questions you may have about these infamous occurrences. <ul style="list-style-type: none"> ○ What were they? ○ Why did they come about? ○ Were they fair? ○ Were they moral? ○ What concept of justice did they exemplify? Comment on other students' posts.
Unit 3: Characters and Effects Lesson 8: Tone, Voice, and Humor: "Uses and Abuses of the Umbrella"	L.9-10.4, a-d L-9-10.6 RI.9-10.4 RI.9-10.6 RI.9-10.10	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking. Use academic and domain-specific words when reading, writing, and speaking.

		<p>Determine the meaning of academic and domain-specific words.</p> <p>Analyze how Gabriel Garcia Marquez uses word choice to create humor.</p> <p>Analyze an author's unique voice.</p>
<p>Unit 3: Characters and Effects Lesson 9: Workshop: Write a Character Analysis</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.3 RL.9-10.5 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10</p>	<p>Analyze a character through close reading.</p> <p>Write a character analysis including a thesis and supporting evidence.</p>
<p>Unit 3: Characters and Effects Lesson 10: Your Choice</p>	<p>RI.9-10.10 RL.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>
<p>Unit 3: Characters and Effects Lesson 11: Unit Review: Characters and Effects</p>	<p>L.9-10.1, b L.9-10.2 L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.6 RI.9-10.8 RI.9-10.10 RL.9-10.1 RL.9-10.3 RL.9-10.5 RL.9-10.7 RL.9-10.10</p>	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p> <p>Ask for help with anything you do not fully understand.</p> <p>Review the test-taking strategies activity.</p>

<p>Unit 3: Characters and Effects Lesson 12: Unit Test: Characters and Effects</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.6 RI.9-10.8 RI.9-10.10 RL.9-10.1 RL.9-10.3 RL.9-10.5 RL.9-10.7 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read a short passage and do the following:</p> <ul style="list-style-type: none"> Describe how interactions between characters “advance the plot”. Use evidence from the text to support your response. <p>Read a short passage and do the following:</p> <ul style="list-style-type: none"> Describe how the author uses structure to create surprise. Use evidence from the text to support your response.
<p>Unit 4: Author's Techniques and Tools Lesson 1: Workshop: Participial and Absolute Phrases</p>	<p>L.9-10.1, b L.9-10.2</p>	<p>Identify and punctuate participial and absolute phrases.</p> <p>Use phrases to convey specific meanings and to add variety and interest.</p>
<p>Unit 4: Author's Techniques and Tools Lesson 2: Workshop: Archetypes, Allusions, and Sources</p>	<p>RL.9-10.3 RL.9-10.9 RL.9-10.10</p>	<p>Analyze the impact of archetypes and allusions on literary works.</p> <p>Analyze authors' use of literary sources.</p>
<p>Unit 4: Author's Techniques and Tools Lesson 3: Archetypes, Allusions, and Sources: <i>Genesis: Chapters 1–3</i></p>	<p>RL.9-10.3 RL.9-10.9 RL.9-10.10</p>	<p>Analyze how archetypes communicate a message.</p> <p>Analyze how authors draw from and transform biblical sources.</p>
<p>Unit 4: Author's Techniques and Tools Lesson 4: Archetypes, Allusions, and Sources: "Araby" A</p>	<p>L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.3 RL.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>

		Read and summarize "Araby."
Unit 4: Author's Techniques and Tools Lesson 5: Archetypes, Allusions, and Sources: "Araby" B	<p>RL.9-10.9 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.3, a-e W.9-10.4 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Learn how James Joyce uses archetypes, allusions, and source texts to create meaning.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> Choose a biblical archetype and create a short piece of writing that uses that archetype. Your writing piece could be a poem, a story, a play, or a scene from a play. Be sure the character in your writing shows the qualities of the archetype. <p>Comment on other students' posts.</p>
Unit 4: Author's Techniques and Tools Lesson 6: Workshop: Write About Source Texts or Archetypes	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 W.9-10.2,a-f W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9, a W.9-10.10</p>	<p>Research archetypes and literary source texts.</p> <p>Write an essay about archetypes and source texts.</p>
Unit 4: Author's Techniques and Tools Lesson 7: Your Choice	<p>RL.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>
Unit 4: Author's Techniques and Tools Lesson 8: Workshop: Structure and Language of Poetry	<p>RL.9-10.2 RL.9-10.5 RL.9-10.10</p>	<p>Explain the language and structure of poetry.</p> <p>Analyze imagery.</p> <p>Distinguish poet and speaker.</p>

<p>Unit 4: Author's Techniques and Tools Lesson 9: Structure and Language: "On Another's Sorrow" and "The Human Abstract"</p>	<p>L.9-10.4, a-d L-9-10.6 RL.9-10.2 RL.9-10.5 RL.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Analyze structure and language in poetry.</p> <p>Analyze how imagery and allusions shape theme.</p>
<p>Unit 4: Author's Techniques and Tools Lesson 10: Structure and Language: "Fern Hill" and "Nothing Gold Can Stay"</p>	<p>RL.9-10.2 RL.9-10.5 RL.9-10.10</p>	<p>Analyze structure and language in poetry.</p> <p>Analyze how imagery and allusions shape theme.</p>
<p>Unit 4: Author's Techniques and Tools Lesson 11: Workshop: Write a Descriptive Poem or Essay</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a L.9-10.6 W.9-10.3, a-e W.9-10.4 W.9-10.5</p>	<p>Respond to a descriptive writing prompt.</p> <p>Use showing language and telling language as appropriate.</p> <p>Use sensory language.</p>
<p>Unit 4: Author's Techniques and Tools Lesson 12: Unit Review: Author's Techniques and Tools</p>	<p>L.9-10.1, a-b L.9-10.2 L.9-10.4, a-d L-9-10.6 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.9 RL.9-10.10</p>	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p> <p>Ask for help with anything you do not fully understand.</p> <p>Review the test-taking strategies activity.</p>
<p>Unit 4: Author's Techniques and Tools Lesson 13: Unit Test: Author's Techniques and Tools</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RL.9-10.1</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read "The Tyger" and do the following:</p> <ul style="list-style-type: none"> Describe the figurative meaning of these lines.

	<p>RL.9-10.3 RL.9-10.5 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10</p>	<ul style="list-style-type: none"> • Describe how this meaning contributes overall message of the poem. • Your response should be three or four complete paragraphs. • Describe some of the examples of the use of fire as an image in “The Tyger”. • Describe how this affects the mood of the poem. <p>Read “I Wandered Lonely as a Cloud” and do the following:</p> <ul style="list-style-type: none"> • Describe the effect the poetic form of “I Wandered Lonely as a Cloud” has on Wordsworth’s message. • Describe the poetic form Wordsworth uses in the poem and explain how it affects the meaning. • Your response should be one to two paragraphs.
<p>English 9 Checkpoint 2</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.6 RI.9-10.8 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a-b W.9-10.10</p>	<p>Students will be assessed on content taught thus far in the semester.</p> <p>Read a short passage. Do the following:</p> <ul style="list-style-type: none"> • Describe the character motivations and the affect on the story’s plot. • Use evidence from the text to support your response. • Write at least one complete paragraphs. <p>Read a short poem. Do the following:</p> <ul style="list-style-type: none"> • Describe how the author’s use of stanzas affect the meaning of the poem. • Use evidence from the poem to support your response. • Your response should be at least one complete paragraph. <p>Read the poem, “‘Hope’ is a thing with feathers”, and the passage, “Finding Flight”, poem. Do the following:</p> <ul style="list-style-type: none"> • Describe how the author of “Finding Flight” incorporates ideas from the

		<p>poem “‘Hope’ is the thing with feathers” into her work.</p> <ul style="list-style-type: none"> • Describe how she transforms ideas from the poem in her work. • Use evidence from the text to support your response. • Your response should be at least one complete paragraph.
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 1: Workshop: Effects of the Patterns of Word Changes</p>	<p>L.9-10.4, a-b</p>	<p>Use related forms of words when writing and speaking.</p> <p>Determine the meaning of related forms of words.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 2: <i>The Way to Rainy Mountain</i> A</p>	<p>RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.3, a-e W.9-10.4 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Analyze how details shape the central idea of the memoir.</p> <p>Analyze how text structure and features affect meaning and tone in the memoir.</p> <p>Analyze how word choice affects meaning and tone in the memoir.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Think of a tradition in your family that you especially like or find particularly interesting. • Then imagine you’re speaking to a group of people, similar to the oral traditions of the past. • Write a description of the tradition as if it were part of a dialogue. • Weave in information about the tradition itself, its history in the family, and your feelings about it. <p>Comment on other students’ posts.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 3: <i>The Way to Rainy Mountain</i> B</p>	<p>L.9-10.4, a-d L-9-10.6 RI.9-10.7 RI.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p>

		<p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Answer questions about the memoir.</p> <p>Analyze how the illustrations add to the memoir.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 4: <i>The Way to Rainy Mountain</i> C</p>	<p>RI.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.10</p>	<p>Explore how M. Scott Momaday uses structure and organization.</p> <p>Analyze the effect of word choices in <i>The Way to Rainy Mountain</i>.</p> <p>Analyze the effect of point of view in <i>The Way to Rainy Mountain</i>.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 5: <i>The Way to Rainy Mountain</i> D</p>	<p>RI.9-10.1 RI.9-10.6 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Discuss <i>The Way to Rainy Mountain</i>.</p> <p>Research and discuss topics related to <i>The Way to Rainy Mountain</i>.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> Describe how the culture of the Kiowa tribe affect Momaday’s personal identity. Describe other examples (in literature or life) in which personal and cultural identity are intertwined. Use textual evidence to support your answer. <p>Comment on other students’ post.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 6: Your Choice</p>	<p>RI.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>

<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 7: <i>The Way to Rainy Mountain</i> E</p>	<p>RI.9-10.2 RI.9-10.10</p>	<p>Finish reading <i>The Way to Rainy Mountain</i>.</p> <p>Summarize <i>The Way to Rainy Mountain</i>.</p> <p>Evaluate your predictions about <i>The Way to Rainy Mountain</i>.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 8: <i>The Way to Rainy Mountain</i> F</p>	<p>RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.10</p>	<p>Determine and analyze the central idea of <i>The Way to Rainy Mountain</i>.</p> <p>Analyze symbolism in <i>The Way to Rainy Mountain</i>.</p> <p>Explore the use of formal and informal language in <i>The Way to Rainy Mountain</i>.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 9: Workshop: Independent, Dependent, and Noun Clauses</p>	<p>L.9-10.1, b L.9-10.2</p>	<p>Differentiate between independent and dependent clauses.</p> <p>Identify and punctuate noun clauses.</p> <p>Use clauses to convey specific meanings and to add variety and interest.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 10: Workshop: Plan a Personal Research Project</p>	<p>RI.9-10.1 RI.9-10.10 W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10</p>	<p>Plan the content and structure of a presentation on personal or cultural history.</p> <p>Research information on personal or cultural history.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 11: Workshop: Draft a Personal Research Project</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.1 RI.9-10.10 SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.2, a-f W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10</p>	<p>Organize research findings into a structure.</p> <p>Post a draft of your personal research project in a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Review two of your peers’ projects. • Provide feedback based on these questions. • Include specific details in your response.

<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 12: Your Choice</p>	<p>RI.9-10.10 W.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 13: Workshop: Revise a Personal Research Project</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.1 RI.9-10.10 SL.9-10.2 SL.9-10.5 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10</p>	<p>Revise the research project.</p> <p>Include a list of works cited.</p> <p>Analyze the research process.</p>
<p>Unit 5: <i>The Way to Rainy Mountain</i> Lesson 14: Workshop: Prepare for a Presentation</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.10 SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9, b</p>	<p>Outline a presentation of the research project, including media.</p> <p>Make notes for the presentation.</p> <p>Practice the presentation.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Describe an experience or a family tradition and to connect it to outside events of the time. • Analyze the effect of the experience on your life and the lives of others. <p>Comment on other students' posts.</p>

	W.9-10.10	
Unit 5: <i>The Way to Rainy Mountain</i> Lesson 15: Present a Personal Research Project	L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.10	Finalize your research project by proofreading and revising. Deliver the research presentation, using presentation skills.
Unit 6: Medium and Message Lesson 1: Workshop: Spell Correctly	L.9-10.2, c	Use standard English spelling in writing.
Unit 6: Medium and Message Lesson 2: Workshop: Text Structures and Multiple Sources	RI.9-10.3 RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.10	Interpret structures of informational texts. Explore authors' use of multiple sources. Analyze information in more than one medium.
Unit 6: Medium and Message Lesson 3: Structure and Sources: Antibiotic Resistance Threats		Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking. Use academic and domain-specific words when reading, writing, and speaking. Determine the meaning of academic and domain-specific words. Analyze how the structure and features of an informational text create meaning.
Unit 6: Medium and Message Lesson 4: Assignment: Create a Technical Text	RI.9-10.3 RI.9-10.5 RI.9-10.7 RI.9-10.10 SL.9-10.2 SL.9-10.5 W.9-10.2, a-f W.9-10.10	Compare and contrast information on a topic from different mediums. Select a topic and form for a technical text. Use formatting and graphics. Use technical language.

<p>Unit 6: Medium and Message Lesson 5: Workshop: Seminal Works</p>	<p>RI.9-10.8 RI.9-10.9 RI.9-10.10</p>	<p>Identify seminal works and their impact.</p> <p>Analyze themes and concepts in seminal works.</p> <p>Explore counterclaims in seminal works</p>
<p>Unit 6: Medium and Message Lesson 6: Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature</p>	<p>L.9-10.4, a-d L-9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p> <p>Describe Jefferson Davis's argument and claims.</p> <p>Evaluate how effectively counterclaims are addressed.</p> <p>Analyze the central idea of a seminal work.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Describe how it is possible that you need three years of math to graduate, but your friend does not? • Describe other differences for your friend and you—and why? <p>Comment on other students' posts.</p>
<p>Unit 6: Medium and Message Lesson 7: Seminal Works: "Washington's Farewell Address" A</p>	<p>L.9-10.4, a-d L-9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10</p>	<p>Read "Washington's Farewell Address" and answer questions about it.</p> <p>Evaluate arguments in "Washington's Farewell Address".</p> <p>Analyze the historical significance of "Washington's Farewell Address".</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and</p>

		<p>phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit 6: Medium and Message Lesson 8: Seminal Works: "Washington's Farewell Address" B</p>	<p>RI.9-10.1 RI.9-10.2 RI.9-10.5 RI.9-10.8 RI.9-10.9 RI.9-10.10</p>	<p>Describe Washington's argument and claims.</p> <p>Evaluate how effectively counterclaims are addressed.</p> <p>Analyze the central idea of a seminal work.</p>
<p>Unit 6: Medium and Message Lesson 9: Workshop: Relative and Adverb Clauses</p>	<p>L.9-10.1, a,b</p>	<p>Identify and punctuate relative and adverb clauses.</p> <p>Use clauses to convey specific meanings and to add variety and interest.</p>
<p>Unit 6: Medium and Message Lesson 10: Assignment: Write an Argument</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.10 W.9-10.1, a-e W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10</p>	<p>Write an argument that includes counterclaims.</p> <p>Use evidence to support an argument.</p>
<p>Unit 6: Medium and Message Lesson 11: Your Choice</p>	<p>RI.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p>

		Go on to the next lesson.
<p>Unit 6: Medium and Message Lesson 12: Unit Review: Medium and Message</p>	<p>L.9-10.1, a-b L.9-10.2 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.9 RI.9-10.10</p>	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p> <p>Ask for help with anything you do not fully understand.</p> <p>Review the test-taking strategies activity.</p>
<p>Unit 6: Medium and Message Lesson 13: Unit Test: Medium and Message</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.9 RI.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read “The Gettysburg Address” and do the following:</p> <ul style="list-style-type: none"> • Describe Lincoln developed or refined his claim that the Civil War is a war worth fighting in each of the paragraphs. • Describe how the structure of the speech contributed to his argument. • Use evidence from the text to support your response. • Your response should be at least two complete paragraphs. <p>Read an excerpt from “The Siege of Boston” and do the following:</p> <ul style="list-style-type: none"> • Compare the written description of the Boston Massacre to the image depicting this historical event. • Describe which details are emphasized in both mediums. • Describe how the different depictions of the event affect the meaning. • Your response should be at least two complete paragraphs.
<p>Unit 7: English 9 Semester A Test, Parts 1 and 2 Lesson 1: Semester A Test, Parts 1 and 2</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b</p>	<p>Demonstrate knowledge on concepts in this semester.</p> <p>Read an excerpt from “Narrative of the Life of Frederick Douglas” and do the following:</p>

	<p>L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10</p>	<ul style="list-style-type: none"> ● Describe how Douglass’s word choices contribute to the tone of the excerpt from <i>Narrative of the Life of Frederick Douglass</i>. <ul style="list-style-type: none"> ○ Use evidence from the text to support your response. ○ Your response should be at least two complete paragraphs. ● In the excerpt from <i>Narrative of the Life of Frederick Douglass</i>, describe how Mr. Auld’s decision to forbid his wife to teach Douglass to read change Douglass’s viewpoint about his enslavement. <ul style="list-style-type: none"> ○ Use evidence from the text to support your response. ○ Your response should be at least two complete paragraphs. <p>Read “The Many Sides of Volunteering” and do the following:</p> <ul style="list-style-type: none"> ● Describe what the author’s argument in “The Many Sides of Volunteering”, and describe how the author supports the argument. <ul style="list-style-type: none"> ○ Use evidence from the text to support your response. ○ Your response should be at least two complete paragraphs. ● In “The Many Sides of Volunteering,” describe the effectiveness of the author’s response to the counterclaim that volunteering adds unnecessary stress to life. <ul style="list-style-type: none"> ○ Use evidence from the text to support your response. ○ Your response should be at least two complete paragraphs.
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