

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-209BV1-K	Grade Level	9-12
Course Name	Summit English 10 Honors- Sem 2	# of Credits	0.5
SCED Code	01002H0.5022	Curriculum Type	K12 Inc
COURSE DESCRIPTION			
<p>Honors English 10 Semester 2 is generally offered second semester. K12's English 10 Honors 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 10. Throughout the course, students practice narrative, informative, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers. This course includes all the topics in ENG208 as well as several extension activities. Each semester also includes an independent honors project.</p>			
WYOMING CONTENT AND PERFORMANCE STANDARDS			
STANDARD#	<u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u>		
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.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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: Literature with a Purpose Lesson 1: Workshop: Misplaced and Dangling Modifiers	L.9-10.1, b L.9-10.3 L.9-10.4 L.9-10.6	Identify misplaced and dangling modifiers. Revise sentences to fix misplaced and dangling modifiers. Use phrases and clauses to convey specific meanings and to add variety and interest.
Unit 1: Literature with a Purpose Lesson 2: Workshop: Societal Issues and Cultural Experiences	L.9-10.1, b L.9-10.2, a-c RI.9-10.2 RL.9-10.1 RL.9-10.2	Analyze how society and culture shape literature.

	RL.9-10.4 RL.9-10.6 RL.9-10.10	<p>Make inferences about the influence of societal issues and cultural experiences on works of literature.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p>
Unit 1: Literature with a Purpose Lesson 3: Societal Issues and Cultural Experiences: "Harrison Bergeron"	L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.6 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10	<p>Examine Kurt Vonnegut's viewpoints as expressed in "Harrison Bergeron."</p> <p>Analyze the theme of "Harrison Bergeron."</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • The author of "Harrison Bergeron," Kurt Vonnegut, uses a fictional story to express his viewpoint and perspectives about society and the future. Based on the story, what concerns for the future does Vonnegut convey? • Be sure to include these considerations in your analysis: <ul style="list-style-type: none"> ○ Do you agree with Vonnegut's perspective? Why or why not? ○ Is this kind of society a possibility for the future? Why or why not? ○ What would be its strengths and its weaknesses? • Read other posts and comment on whether you agree or disagree with the analysis, particularly of whether this kind of society is a possibility for the future. <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p>
Unit 1: Literature with a Purpose Lesson 4: Societal Issues and Cultural Experiences: "Theme for English B"	RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.6 RL.9-10.10	<p>Analyze how cultural influences impact "Theme for English B."</p> <p>Analyze the theme of "Theme for English B."</p>
Unit 1: Literature with a Purpose Lesson 5: Societal Issues and Cultural Experiences: "The Light of Gandhi's Lamp"	L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.4	Examine how the author's viewpoint and cultural experiences are reflected in "The Light of Gandhi's Lamp."

	RL.9-10.6 RL.9-10.10	Analyze the theme of "The Light of Gandhi's Lamp." 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.
Unit 1: Literature with a Purpose Lesson 6: Your Choice	RI.9-10.10 RL.9-10.10 W.9-10.10	You may use today's lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress or get ahead in your reading. • Review prior lessons in the unit to prepare for the Unit Test if there is one. • Post or respond to posts on the discussion board. • Prepare for your state standardized test. • Go on to the next lesson.
Unit 1: Literature with a Purpose Lesson 7: Workshop: Influencing Readers and Persuading Audiences	RI.9-10.2 RI.9-10.4 RI.9-10.6 RI.9-10.9 RI.9-10.10	Learn about some ways in which writers use language to affect and sway the opinions and views of their audiences. Analyze themes or concepts in an important historical document.
Unit 1: Literature with a Purpose Lesson 8: Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" A	L.9-10.4, a-d L.9-10.6 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.9 RI.9-10.10	Read "Letter from Birmingham Jail" and answer questions about it. 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.

<p>Unit 1: Literature with a Purpose Lesson 9: Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" B</p>	<p>L.9-10.3 L.9-10.4, a, d L.9-10.6 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.9 RI.9-10.10</p>	<p>Analyze the language in "Letter from Birmingham Jail." Examine the ways in which Martin Luther King advances his purpose and viewpoint in "Letter from Birmingham Jail." Analyze the experiences which led Martin Luther King to write "Letter from Birmingham Jail." 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.</p>
<p>Unit 1: Literature with a Purpose Lesson 10: Workshop: Argue for a Cause</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.9-10.4 RI.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.9-10.1, a-e 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>Select a topic and position for an argument. Direct the argument to a specific audience. Gather reasons and supporting evidence. Incorporate appeals to logos, pathos, and ethos. Address counterclaims. Include a call to action. Write a discussion post to your peers and respond to the following: • Create a script, brochure, video, presentation with visuals, or actual recording for a public service announcement (PSA) about a problem in your community. Begin by doing some research to find out the purpose and intent of PSAs. Finish by writing one or</p>

		<p>more questions about what you created for other students' response.</p> <ul style="list-style-type: none"> • Be sure to consider these issues in creating a call to action: <ul style="list-style-type: none"> ○ Present the problem as clearly and cogently as possible. ○ Describe specific actions people can take to ameliorate the situation. ○ Emphasize the ease of implementing the change or changes. ○ Make the benefit of the changes clearly worthy of the costs. • Don't forget to read other posts and respond to the questions the authors have included. <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>
Unit 1: Literature with a Purpose Lesson 11: Your Choice	RI.9-10.10 W.9-10.10	<p>You may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress or get ahead in your reading. • Review prior lessons in the unit to prepare for the Unit Test, if there is one. • Post or respond to posts on the discussion board. • Prepare for your state standardized test. • Go on to the next lesson.
Unit 1: Literature with a Purpose Lesson 12: Unit Review: Literature with a Purpose	RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.9 RI.9-10.10 RL.9-10.1	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p>

	RL.9-10.2 RL.9-10.4 RL.9-10.6 RL.9-10.10	Ask for help with anything you do not fully understand. Review the test-taking strategies activity.
Unit 1: Literature with a Purpose Lesson 13: Unit Test: Literature with a Purpose	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.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.9 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.4 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	Demonstrate knowledge on concepts in this unit. Read Black Hawk's Surrender Speech 1821 and respond to the following. • What is the central idea of "Black Hawk's Surrender Speech 1832"? How does the central idea emerge and develop over the course of the passage? Use evidence from the text to support your response. Your response should be at least two complete paragraphs. Read the Oilman and His Sons and respond to the following. • What is the theme in "The Oilman and His Sons"? How does the theme emerge and develop over the course of the text? Use evidence from the text to support your response. Your response should be at least two complete paragraphs. 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. Use standard English conventions including grammar, punctuation, and spelling when writing.
Unit 2: Symbols and Imagery Lesson 1: Workshop: How Language Functions	L.9-10.3, a RI.9-10.4 RL.9-10.4	Identify traits of different genres (e.g., narrative, humor, or technical). Use the style and tone that's appropriate for a particular type of writing.

		Use a style manual when writing and revising.
Unit 2: Symbols and Imagery Lesson 2: Workshop: Symbols and Imagery, Mood and Emotion	L.9-10.3 L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RL.9-10.4 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 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.2 W.9-10.9, a W.9-10.10	Analyze how poets use language, imagery, and symbols to create mood and emotion. Analyze the impact of word choice, imagery, and symbols on a poem's meaning. Write a discussion post to your peers and respond to the following: • Choose a poem from today's reading and create a visual partner for it. Be prepared to explain how the poem served as the basis for the visual piece or as inspiration for it. ○ an original drawing ○ a photograph you take ○ a collage of found art • Don't forget to read others' posts and comment on its success as a visual partner for the poem.
Unit 2: Symbols and Imagery Lesson 3: Symbols and Imagery, Mood and Emotion: Four Imagist Poems	L.9-10.3 L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RL.9-10.4 RL.9-10.10	Analyze how poets use language, imagery, and symbols to create mood and emotion. Analyze the impact of word choice, imagery, and symbols on a poem's meaning. 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.

Unit 2: Symbols and Imagery Lesson 4: Workshop: Authors Mold Themes and Central Ideas	L.9-10.5, a-b RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.10	Analyze how authors use language, including extended metaphor, sensory imagery, and allusion, to convey ideas and themes.
Unit 2: Symbols and Imagery Lesson 5: Authors Mold Themes and Central Ideas: "Goodbye to All That"	L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10	Analyze the imagery, allusions, and extended metaphors in "Goodbye to All That." Analyze theme and how it emerges in "Goodbye to All That." Write a discussion post to your peers and respond to the following: <ul style="list-style-type: none"> • Create a collage of words from "Goodbye to All That" that represent the author's complex perspective on New York City. Then, use the text you selected to create an original found poem. • A found poem is a collage made up of parts of text from existing texts such as newspaper articles, speeches, letters, signs, literary texts, or sometimes even other poems. Traditionally, found poems are exclusively made up of text from outside sources. The selection and placement of these pieces of outside text are up to the creator of the found poem. • To Create a Found Poem You May Want to <ul style="list-style-type: none"> ○ Rearrange the words in the existing text. ○ Unite words and phrases that were not united in the original text. ○ Erase words and phrases from the existing text. • Don't forget to read the found poems others have posted and comment on the message the words convey.
		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

		<p>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>
Unit 2: Symbols and Imagery Lesson 6: Workshop: Write an Analysis	L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.5, a-b RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.10 W.9-10.1, a-e W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10	<p>Write an analysis of "Goodbye to All That."</p> <p>In your analysis, focus on the author's purpose and point of view.</p> <p>Analyze the language and literary elements used by the author including, imagery, figurative language, theme, and tone.</p> <p>Use evidence from the text to support your analysis.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p>
Unit 2: Symbols and Imagery Lesson 7: Workshop: Colons	L.9-10.2, b	<p>Use a colon to introduce a list.</p> <p>Use a colon to introduce a quotation.</p>
Unit 2: Symbols and Imagery Lesson 8: Unit Review: Symbols and Imagery	RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.10	<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>
Unit 2: Symbols and Imagery Lesson 9: Unit Test: Symbols and Imagery	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 RL.9-10.2 RL.9-10.4 RL.9-10.10 W.9-10.2, a-f W.9-10.4	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read "Taking the Plunge" and respond to the following.</p> <ul style="list-style-type: none"> • What is the theme of "Taking the Plunge"? How does the theme emerge and develop over the course of the passage? Use evidence from the text to support your response. Your response

	<p>W.9-10.5 W.9-10.9, a W.9-10.10</p>	<p>should be at least three complete paragraphs.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
Interim Checkpoint 3	<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.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.9 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.4 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 semester so far.</p> <p>Read an excerpt from “Living or Dead?” and respond to the following.</p> <ul style="list-style-type: none"> • What cultural experiences are reflected in the excerpt from “Living or Dead?” How does the culture and the history of the time period affect the passage? Use evidence from the text to support your response. Your response should be at least one paragraph. <p>Read Teaching Pilots to Fly and respond to the following.</p> <ul style="list-style-type: none"> • The central idea of “Teaching Pilots to Fly” is that the thrill of piloting an airplane requires a serious and complex learning process. How does the central idea emerge and develop over the course of the passage? Use evidence from the text to support your response. Your response should be at least one paragraph. <p>Read The Reunion and respond to the following.</p>

		<ul style="list-style-type: none"> What impact does the extended dog metaphor have on the tone of “Reunion”? Use evidence from the text to support your response. Your response should be at least one paragraph. <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
Unit 3: <i>Cry, the Beloved Country</i> Lesson 1: Workshop: Semicolons	L.9-10.2, a	<p>Use a semicolon to join closely related independent clauses.</p> <p>Use a conjunctive adverb after a semicolon in a compound sentence.</p>
Unit 3: <i>Cry, the Beloved Country</i> Lesson 2: Workshop: World Literature and Long Works of Fiction	RL.9-10.4 RL.9-10.5 RL.9-10.6	<p>Learn about world literature and novels.</p> <p>Learn how cultural experiences and historical realities can affect authors and their work.</p>
Unit 3: <i>Cry, the Beloved Country</i> Lesson 3-5: <i>Cry, the Beloved Country</i> A-C	L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.3 RL.9-10.4 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>Begin to read Alan Paton’s <i>Cry, the Beloved Country</i> and answer questions about the text.</p> <p>Write a summary of the novel up to this point.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>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>
Unit 3: <i>Cry, the Beloved Country</i> Lesson 6: <i>Cry, the Beloved Country D</i>	RL.9-10.3 RL.9-10.4 RL.9-10.6 RL.9-10.10	<p>Analyze how cultural and historical realities impact the characters and events of <i>Cry, the Beloved Country</i>.</p> <p>Analyze the characters in <i>Cry, the Beloved Country</i>.</p>
Unit 3: <i>Cry, the Beloved Country</i> Lesson 7: Your Choice	RL.9-10.10 W.9.10.10	<p>You may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress or get ahead in your reading. • Review prior lessons in the unit to prepare for the Unit Test, if there is one. • Post or respond to posts on the discussion board. • Prepare for your state standardized test. • Go on to the next lesson.
Unit 3: <i>Cry, the Beloved Country</i> Lesson 8-10: <i>Cry, the Beloved Country E-G</i>	L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.3 RL.9-10.4 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>Continue to read Alan Paton's <i>Cry, the Beloved Country</i> and answer questions about the text.</p> <p>Write a summary of the novel up to this point.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>

Unit 3: <i>Cry, the Beloved Country</i> Lesson 11: <i>Cry, the Beloved Country</i> H	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10	Analyze the language, imagery, and symbolism in <i>Cry, the Beloved Country</i> . Analyze theme in <i>Cry, the Beloved Country</i> .
Unit 3: <i>Cry, the Beloved Country</i> Lesson 12: Examine an Excerpt from <i>Long Walk to Freedom</i>	RI.9-10.1 RI.9-10.4 RI.9-10.6 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.2a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, b W.9-10.10	Determine Nelson Mandela's viewpoint in <i>Long Walk to Freedom</i> and analyze how that viewpoint was influenced by his cultural experiences. Write a discussion post to your peers and respond to the following: <ul style="list-style-type: none"> • Think about what you learned about the situation in South Africa at the time of Alan Paton's <i>Cry, The Beloved Country</i> in the early twentieth century and the situation in the late twentieth century as described in Nelson Mandela's work. • Draw on these questions and evidence from both texts to support your ideas. <ul style="list-style-type: none"> ○ Did the political situation change over the course of the twentieth century? ○ If so, how? If not, how has it remained the same? ○ How much have race relations evolved, or have they? • Don't forget to read other posts and comment on whether you agree or disagree with the writer's response and why.
Unit 3: <i>Cry, the Beloved Country</i> Lesson 13: Workshop: Academic and Domain-Specific Words and Phrases	L.9-10.6	Use academic and domain-specific words when writing and speaking. Determine the meaning of academic and domain-specific words.
Unit 3: <i>Cry, the Beloved Country</i> Lesson 14: Workshop: Literary Analysis Essay	RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.10 W.9-10.1, a-e W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10	Learn what a literary analysis essay is. Learn how to choose a topic for a literary analysis essay. Use a graphic organizer to help you break down and organize your ideas into a workable topic.

		Analyze the novel's theme by examining and interpreting the details of the plot. Begin drafting your literary analysis essay.
Unit 3: <i>Cry, the Beloved Country</i> Lesson 15: Plan a Literary Analysis Essay	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 RL.9-10.2 RL.9-10.4 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 W.9-10.1, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10	<p>Write a thesis for a literary analysis essay.</p> <p>Plan a literary analysis essay.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Transform elements of your literary analysis into an announcement designed to inspire others to read the book. Include some fictional reviews or "blurbs" to attract readers. • Conduct research to better understand the design and intent of strategies to attract readers. A possible phrase to aid your research is "how to market a book." • Choose the format for your announcement <ul style="list-style-type: none"> ○ book jacket ○ online store posting ○ video promoting the book <p>• Don't forget to read and comment on other posts. Say at least one thing you liked about the post and offer suggestions for improvement. In addition, comment on whether you would read the book based on the post, explaining why or why not.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>

		Determine the meaning of academic and domain-specific words.
Unit 3: <i>Cry, the Beloved Country</i> Lesson 16: Draft a Literary Analysis Essay	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 RL.9-10.2 RL.9-10.4 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.1, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10	<p>Draft a literary analysis essay.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> Post the draft of your literary analysis essay to the discussion board according to your teacher's instructions. Review two of your peers' essays. Provide feedback based on these questions. Include specific details in your response. Use the responses of your peers to help you improve your own literary analysis essay. Is the essay about one of the problems in South African society that Alan Paton depicts in <i>Cry, the Beloved Country</i>? Does the essay contain a thesis statement? Is the thesis statement placed appropriately within the essay? If not, where should it be moved? Do the body paragraphs of the essay contain topic sentences that support the thesis statement? Do they contain textual evidence that relates to and helps support the topic sentences? If not, how might the writer fix these issues? Do the body paragraphs show how the problem addressed in the essay influences the thoughts, emotions, and actions of the novel's characters and how it shapes the events of the novel's plot? If not, make suggestions for improvements. Does the essay employ formal language and maintain an objective tone? If not, point out where the language is informal or the tone is subjective. Does the essay contain an effective conclusion? If not, how might the conclusion be improved?

		<p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
Unit 3: <i>Cry, the Beloved Country</i> Lesson 17: Your Choice		<p>You may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none">• Complete work in progress or get ahead in your reading.• Review prior lessons in the unit to prepare for the Unit Test, if there is one.• Post or respond to posts on the discussion board.• Prepare for your state standardized test.• Go on to the next lesson.
Unit 3: <i>Cry, the Beloved Country</i> Lesson 18: Revise a Literary Analysis Essay	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 RL.9-10.2 RL.9-10.4 RL.9-10.10 W.9-10.1, a-e W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10	<p>Revise a literary analysis essay.</p> <p>Revise for organization, ideas, and language.</p> <p>Use formal language and an appropriate, consistent tone. Polish as needed by changing words or sentence structures.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
Unit 3: <i>Cry, the Beloved Country</i> Lesson 19: Proofread and Publish a Literary Analysis Essay	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 RL.9-10.2 RL.9-10.4 RL.9-10.10 W.9-10.1, a-e W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10	<p>Proofread a literary analysis essay.</p> <p>Publish a literary analysis essay.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
Unit 4: <i>Macbeth</i> Lesson 1: Workshop: Define and Verify Definitions of Unfamiliar Words or Phrases	L.9-10.4, c-d	<p>Use vocabulary reference materials.</p> <p>Verify definitions using context clues.</p> <p>Verify definitions using reference materials.</p>
Unit 4: <i>Macbeth</i> Lesson 2: Workshop: Shakespeare and Tragedy	L.9-10.4, a-d L.9-10.6 RL.9-10.4 RL.9-10.5 RL.9-10.10	<p>Learn about Shakespeare's language and examine how his tragedies are structured.</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>Unit 4: <i>Macbeth</i> Lesson 3-5: Examine <i>Macbeth</i> A-C</p>	<p>L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.3 RL.9-10.4 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>Begin to read William Shakespeare's <i>Macbeth</i> and answer questions about the text.</p> <p>Ask and answer meaningful questions to demonstrate comprehension of the play.</p> <p>Watch clips of <i>Macbeth</i> play.</p> <p>Write a summary of the play up to this point.</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>Unit 4: <i>Macbeth</i> Lesson 6: Examine <i>Macbeth</i> D</p>	<p>RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10</p>	<p>Analyze the language and dramatic techniques employed by William Shakespeare in <i>Macbeth</i>.</p> <p>Analyze the characters in William Shakespeare's <i>Macbeth</i>.</p>
<p>Unit 4: <i>Macbeth</i> Lesson 7: Your Choice</p>	<p>RL.9-10.10 W.9-10.10</p>	<p>You may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress or get ahead in your reading. • Review prior lessons in the unit to prepare for the Unit Test, if there is one. • Post or respond to posts on the discussion board. • Prepare for your state standardized test. • Go on to the next lesson.
<p>Unit 4: <i>Macbeth</i> Lesson 8-10: Examine <i>Macbeth</i> E-G</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 RL.9-10.10</p>	<p>Continue to read William Shakespeare's <i>Macbeth</i> and answer questions about the text.</p>

	<p>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>Ask and answer meaningful questions to demonstrate comprehension of the play.</p> <p>Watch clips of <i>Macbeth</i> play.</p> <p>Write a summary of the play up to this point.</p>
<p>Unit 4: <i>Macbeth</i> Lesson 11: Examine <i>Macbeth</i> H</p>	<p>L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 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 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Analyze the themes of William Shakespeare's <i>Macbeth</i>.</p> <p>Analyze the characters in William Shakespeare's <i>Macbeth</i>.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Create a flowchart in which you track the events, interactions, and situations that introduce and develop a theme of <i>Macbeth</i>. Using the flowchart, create a slideshow presentation with these elements. <ul style="list-style-type: none"> ◦ Introduce the theme. ◦ Present how the theme develops. ◦ Reference textual evidence that supports your main points. • Be sure to select or create images that enhance the meaning and impact of each slide in the presentation. • Remember to read other posts and respond in comments about whether you agree or disagree with the ideas expressed. In your comments, be sure to refer to specific details in the post. <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>Unit 4: <i>Macbeth</i> Lesson 12: Workshop: Authors Use Source Material</p>	<p>RL.9-10.4 RL.9-10.9 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Learn about the importance of sources to authors, including William Shakespeare.</p> <p>Examine how authors draw from and transform literary sources.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Conduct online research to locate a song that references a Shakespearean work or another classic author's work. Read the song lyrics and explain how the songwriter applies and transforms the source material. Use the following search strategies. <ul style="list-style-type: none"> ○ Search for "songs inspired by Shakespeare" ○ Search for "songs that reference [title or author's name]" ○ Search for "songs inspired by [name of Shakespearian character]" • Be sure to read other posts and comment with your guesses.
<p>Unit 4: <i>Macbeth</i> Lesson 13: Examine an Excerpt from Holinshed's <i>Chronicles</i></p>	<p>L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.4 RL.9-10.9 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10</p>	<p>Analyze how Shakespeare drew from and transformed material in Holinshed's <i>Chronicles</i> when writing <i>Macbeth</i>.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Respond to these questions. Cite evidence from the text to support your positions. Then, respond to two of your peers' posts by summarizing points of agreement and disagreement and seeking to establish some consensus as to how Shakespeare's play would have been different had he not adapted or changed the title character as he did. <ul style="list-style-type: none"> ○ Whose depiction of Macbeth—Shakespeare's or Holinshed's—is more interesting or compelling from a reader's standpoint? Why?

		<ul style="list-style-type: none"> ○ Was Shakespeare wise to change Macbeth in the ways he did? Why or why not? ○ How would the play have been different if Holinshed's Macbeth replaced Shakespeare's Macbeth? <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>
Unit 4: <i>Macbeth</i> Lesson 14: Workshop: Write a Compare-and-Contrast Essay	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 RL.9-10.3 RL.9-10.4 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>Write a compare-and-contrast essay comparing and contrasting the depiction of the character Macbeth in Shakespeare's play <i>Macbeth</i> and in Raphael Holinshed's <i>Chronicles of England, Scotland, and Ireland</i>.</p> <p>Use textual evidence from both literary works to support the points you make.</p> <p>Use appropriate transitions, formal language, and an objective tone.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>

		Demonstrate knowledge on concepts in this semester so far. Read “The Break” and respond to the following. <ul style="list-style-type: none">• A theme of “The Break” is that with selflessness comes great rewards. How do Faizula Turner’s actions and interactions develop this theme? Use evidence from the text to support your response. Your response should be at least one complete paragraph• In “The Break,” Faizula has a meaningful encounter with a young man selling roses. What do the roses symbolize in the story? Use evidence from the text to support your response. Your response should be at least one complete paragraph.• In “The Break,” How does Faizula’s culture influence the story? Use evidence from the text to support your response. Your response should be at least one complete paragraph. Read passages from <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</i> by Olaudah Equiano and answer questions to demonstrate comprehension of the text. Use standard English conventions including grammar, punctuation, and spelling when writing. 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.
Interim Checkpoint 4	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.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.9 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 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	

Unit 5: Informational Works Lesson 1: Workshop: Parallel Structure	L.9-10.1, a	<p>Identify parallel structure in compound elements and comparisons.</p> <p>Construct sentences that use parallel structure.</p> <p>Revise sentences to fix errors in parallel structure.</p>
Unit 5: Informational Works Lesson 2: Workshop: Informational Works	RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10	<p>Define the structure and features of informational texts.</p> <p>Analyze technical language.</p>
Unit 5: Informational Works Lesson 3: Informational Works: "Youth and Tobacco Use"	L.9-10.4, a-d L.9-10.6 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, b W.9-10.10	<p>Analyze the language and text features in "Youth and Tobacco Use."</p> <p>Determine and analyze the purpose and important ideas conveyed in "Youth and Tobacco Use."</p> <p>Write a summary of an informational text.</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>
Unit 5: Informational Works Lesson 4: Workshop: Research, Journalism, and Media	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.9-10.10	<p>Analyze how choices related to language and organization affect informational texts.</p> <p>Analyze how medium affects message when addressing a nonfiction subject.</p>
Unit 5: Informational Works Lesson 5: Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5	<p>Analyze the language and structure of "5 Held in Plot to Bug Democrats' Office Here."</p>

	RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, b W.9-10.10	<p>Analyze the central idea and its development in "5 Held in Plot to Bug Democrats' Office Here."</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Think about "5 Held in a Plot to Bug Democrats' Office Here." The article tells the who, what, when, where, and why of the events, but that's not the whole story. You can figure out more of the story by thinking deeply about what you've read. As you respond, don't forget to provide evidence from the text to support your claims, or to explain in detail the inferences you make. ○ What connections does the writer develop between the men arrested for the break-in and the elements of the crime? ○ What, if any, of the information is contradictory? ○ What can you infer about the men's possible motivations for breaking into the offices? • Be sure to read other posts and comment about whether you agree or disagree and why. In addition, post questions that your reading may have sparked.
Unit 5: Informational Works Lesson 6: Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.10	<p>Analyze the impact of language and word choice in "Nixon Resigns" and Nixon's resignation speech.</p> <p>Compare and contrast "Nixon Resigns" and Nixon's resignation speech.</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>
Unit 5: Informational Works Lesson 7: Unit Review: Informational Works	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.9-10.10		<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>
Unit 5: Informational Works Lesson 8: Unit Test: Informational Works	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.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, b W.9-10.10		<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read Boat Inspection and Clearing Procedures for All Watercraft Owners and respond to the following.</p> <ul style="list-style-type: none"> • What key details should be included in a summary of the introduction to "Boat Inspection and Cleaning Procedures for All Watercraft Owners"? Write an objective summary based on evidence from the text. Your response should be at least one complete paragraph. <p>Read an excerpt from Chapter 10 "Pioneer Labor Legislation in Illinois" in <i>Twenty Years at Hull-House</i> and respond to the following.</p> <ul style="list-style-type: none"> • In <i>Twenty Years at Hull House</i>, how does Jane Addams introduce and develop the idea that child labor was a serious and deadly problem in the early twentieth century? What connection is made between these ideas and Addams's decision to investigate child labor in Chicago? Use evidence from the text to support your response. Your response should be at least two complete paragraphs. • What details do the excerpt from <i>Twenty Years at Hull-House</i> and the illustration reveal about child labor? How are the details in each account similar? How are they different? Use evidence from the text to support your response. Your

		<p>response should be at least two complete paragraphs.</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>
Unit 5: Informational Works Lesson 9: Workshop: Research Paper	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.9-10.5 RI.9-10.8 RI.9-10.10 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9, b	<p>Learn about research papers.</p> <p>Select and narrow a topic for a research paper from the list of given choices.</p> <p>Review keywords and concepts to understand how to use sources to write a research paper.</p> <p>Conduct a search using an online search engine, choosing and revising search terms as necessary, to find the most relevant sources for your chosen topic.</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>
Unit 5: Informational Works Lesson 10: Conduct Research	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.9-10.5	<p>Determine the credibility of multiple potential sources of information.</p> <p>Collect relevant information for a research paper from several credible sources, both print and digital.</p>

	RI.9-10.8 RI.9-10.10 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9, b	<p>Use a planning document to record information uncovered through research and keep track of sources.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
Unit 5: Informational Works Lesson 11: Your Choice	RI.9-10.10 W.9-10.10	<p>You may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress or get ahead in your reading. • Review prior lessons in the unit to prepare for the Unit Test, if there is one. • Post or respond to posts on the discussion board. • Prepare for your state standardized test. • Go on to the next lesson.
Unit 5: Informational Works Lesson 12: Plan a Research Paper	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.9-10.5 RI.9-10.8 RI.9-10.10 W.9-10.5 W.9-10.7 W.9-10.8	<p>Create an outline that incorporates information gathered through research from several credible sources.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>

		Determine the meaning of academic and domain-specific words.
Unit 5: Informational Works Lesson 13: Draft a Research Paper	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.9-10.3 SL.9-10.4 SL.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.8 RI.9-10.10 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>Write a draft of a research paper.</p> <p>Establish and maintain a formal style and objective tone when writing.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Post the draft of your research paper to the discussion board according to your teacher's instructions. Review two of your peers' research papers. Provide feedback based on these questions. Include specific details in your response. Use the responses of your peers to help you improve your own research paper. ○ Does the paper answer the research question posed in or suggested by its thesis? If not, how might it do so? ○ Are facts and evidence drawn from research incorporated into the draft effectively? Does the paper make connections between ideas? If not, how might it be improved to do so? ○ Are headings used effectively in the paper? If not, how might the headings be made more effective? ○ Does the paper contain domain-specific vocabulary? If not, where might it do so?
Unit 5: Informational Works Lesson 14: Your Choice	RI.9-10.10 W.9-10.10	<p>You may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress or get ahead in your reading. • Review prior lessons in the unit to prepare for the Unit Test, if there is one. • Post or respond to posts on the discussion board. • Prepare for your state standardized test. • Go on to the next lesson.

<p>Unit 5: Informational Works Lesson 15: Revise a Research Paper</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.9-10.4 RI.9-10.5 RI.9-10.8 RI.9-10.10 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, b W.9-10.10</p>	<p>Revise a research paper. Establish and maintain a formal style and objective tone when writing. Use correct MLA formatting in your research paper. Use textual evidence and in-text citations to support ideas. Use standard English conventions including grammar, punctuation, and spelling when writing. 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. Avoid plagiarism.</p>
<p>Unit 5: Informational Works Lesson 16: Proofread and Publish a Research Paper</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 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.8 RI.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6</p>	<p>Include in-text citations and a works-cited page in a research paper. Use correct MLA formatting. Proofread and publish a research paper. Write a discussion post to your peers and respond to the following: <ul style="list-style-type: none"> ○ Write an advice column geared toward students who have been assigned to write a research paper. Use a tone that convinces your readers you are “one of them,” so your tips and writing experience are credible. ○ Tips on what worked in your own process of writing your paper </p>

	<p>W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10</p>	<ul style="list-style-type: none"> ○ Descriptions of strategies that didn't work and so should be avoided ○ Description of ways to be more efficient <p>• Be sure to read other posts and comment on what you learned from the column.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>Unit 6: Writers on Writing Lesson 1: Workshop: Figures of Speech</p>	<p>L.9-10.5, a-b</p>	<p>Analyze the meaning of a figure of speech in a text.</p> <p>Explain the differences among words with similar meanings.</p>
<p>Unit 6: Writers on Writing Lesson 2: Workshop: Poem vs. Essay vs. Interview</p>	<p>L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.1 RI.9-10.4 RI.9-10.10 RL.9-10.4 RL.9-10.5 RL.9-10.10</p>	<p>Analyze how choices related to language affect both literary and informational texts.</p> <p>Analyze literary techniques and tools in a text.</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>

Unit 6: Writers on Writing Lesson 3: Poem vs. Essay vs. Interview: Two Poems on Writing	L.9-10.5, a-b RL.9-10.4 RL.9-10.5 RL.9-10.10	Analyze the how language and word choice shapes meaning, tone, or mood in poetry. Analyze literary techniques in poetry.
Unit 6: Writers on Writing Lesson 4: Poem vs. Essay vs. Interview: "Why I Write"	L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RI.9-10.1 RI.9-10.4 RI.9-10.10 RL.9-10.4 RL.9-10.5 RL.9-10.10	Analyze the how language and word choice shapes meaning, tone, or mood in "Why I Write." Analyze literary techniques used by George Orwell in "Why I Write." Cite textual evidence that supports a textual analysis of "Why I Write." 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.
Unit 6: Writers on Writing Lesson 5: Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	RI.9-10.1 RI.9-10.2 RI.9-10.4 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 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.b	Analyze the how word choice shapes meaning and how language sets an informal tone in the interview. Cite textual evidence that supports a textual analysis of the interview. Write a discussion post to your peers and respond to the following: <ul style="list-style-type: none"> • In the interview, Ortiz mentions that the coyote represents a specific type of character, an archetype found in oral-tradition tales, myths, and folklore from all over the world. This type of character is often referred to as the trickster. Conduct research about the character of a trickster and create a slideshow presentation, a poem, an original work of art with a description of what it shows, a video presentation, or a video

		<p>of acting out a story. Be creative in any way you want!</p> <ul style="list-style-type: none"> ○ Include different forms the trickster character takes in stories from around the world. ○ Describe different characteristics of the trickster. ○ Include pictures to help convey your ideas. <ul style="list-style-type: none"> ● Be sure to read other posts and respond in the comments section with details or observations about what you specifically like about the work. Start your comment with the phrase, “Nice work!” to spark a discussion.
Unit 6: Writers on Writing Lesson 6: Your Choice	RI.9-10.10 RL.9-10.10 W.9-10.10	<p>You may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> ● Complete work in progress or get ahead in your reading. ● Review prior lessons in the unit to prepare for the Unit Test, if there is one. ● Post or respond to posts on the discussion board. ● Prepare for your state standardized test. ● Go on to the next lesson.
Unit 6: Writers on Writing Lesson 7: Unit Review: Writers on Writing	RI.9-10.1 RI.9-10.4 RI.9-10.10 RL.9-10.4 RL.9-10.5 RL.9-10.10	<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>
Unit 6: Writers on Writing Lesson 8: Unit Test: Writers on Writing	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.9-10.4 RI.9-10.10	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read Afterwards and respond to the following.</p> <ul style="list-style-type: none"> ● In the poem “Afterwards,” Hardy uses figurative language, including euphemism, to develop meaning and

	RL.9-10.1 RL.9-10.4 RL.9-10.5 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9, a-b W.9-10.10	<p>tone. What is the meaning of the figurative language used in the poem? How does the use of euphemism when addressing the idea of death affect the meaning? In your response, identify and interpret the use of euphemism and other figurative language; then explain its impact on the meaning and tone of the poem. Use evidence from the text to support your response. Your response should be two to three complete paragraphs.</p> <p>Read Tribute to the Dog and respond to the following.</p> <ul style="list-style-type: none"> • What are some examples of the use of figurative language in “Tribute to a Dog”? What is the impact of figurative words and phrase on the meaning of the text? Your response should include at least three examples of figurative words and phrases as well as textual evidence for support. Your response should be two to three complete paragraphs. <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
Unit 6: Writers on Writing Lesson 9: Workshop: Choice Essay	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	<p>Respond to a writing prompt of your own choosing. (Descriptive, Narrative, Persuasive/Argument, or Expository)</p>

	<p>W.9-10.1, a-e Or W.9-10.2, a-f Or W.9-10.3, a-e And W.9-10.4 W.9-10.5 W.9-10.6 W.9-10. b</p>	<p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Create an alternative presentation for the essay you chose to write. Maintain the ideas you expressed; but use your creativity to find a different way to express them. ○ Transform a narrative essay into a comic book, or create a drama based on your essay. ○ Recast an argument essay as a brochure that sells your idea or a presentation designed to rally your audience to a call to action. ○ Come up with your own way to transform your work. • Don't forget to read other posts and respond to the questions asked. Be sure to offer your classmates specific feedback. <p>Use academic and domain-specific words when reading, writing, and speaking.</p>
Unit 7: English 10 Semesters A and B Tests Lesson 1: English 10 Semester A Test, Parts 1 and 2	<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.9-10.4 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.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9</p>	<p>Demonstrate knowledge on concepts in this semester.</p> <p>Read Tajima and respond to the following.</p> <ul style="list-style-type: none"> • Consider the complex character Tajima Shume in "Tajima." How do Tajima's actions and interactions advance the plot and develop a theme in the story? In your response, describe a theme of the story and explain how the author uses characterization to develop the theme and advance the plot. Use evidence from the text to support your response. Your response should be at least three complete paragraphs. <p>Read an excerpt from The Truman Doctrine and respond to the following.</p> <ul style="list-style-type: none"> • What is a central idea conveyed in this excerpt from "The Truman Doctrine"?

	<p>RL.9-10.10 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, a-b W.9-10.10</p>	<p>How does Truman use word choice and rhetoric to develop the central idea? In your response, include specific details Truman uses to introduce, support, and shape the central idea. Your response should be at least three paragraphs.</p> <p>Read Declarations of Sentiments and respond to the following.</p> <ul style="list-style-type: none">• What is the purpose of “The Declaration of Sentiments”? What viewpoint does it convey about women’s rights? How does the structure help to convey the purpose and viewpoint? In your response, provide examples of the authors’ use of rhetoric and explain how it helps to advance the purpose and viewpoint of the text. Your response should be at least three complete paragraphs. <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</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>
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