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-208AV1-K	Grade Level	9-12
Course Name	Summit English 10- Sem 1	# of Credits	0.5
SCED Code	01002G0.5012	Curriculum Type	K12 Inc

COURSE DESCRIPTION

English 10 Semester 1 is generally offered 1st Semester. K12's English 10 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.

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., *MLA Handbook*, Turabian's *Manual for Writers*) 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 *grades 9–10 reading and content*, 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., *analyze, analysis, analytical; advocate, advocacy*).
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 *Landscape with the Fall of Icarus*).
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 *grades 9–10 Reading standards* 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 *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant 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: Vocabulary in Context	L.9-10.4, a	Define words, including multiple-meaning words, by using context clues.
Unit 1: Narrative Techniques and Structure Lesson 2: Workshop: Authors Craft Stories	RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.9-10.10	Identify parts of the narrative arc. Analyze fiction techniques, including foreshadowing, surprise, and evocative language.
Unit 1: Narrative Techniques and Structure Lesson 3: Author's Craft: "After Twenty Years"	L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.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. Determine the meaning of academic and domain-specific words. Analyze the narrative arc in "After Twenty Years." Analyze foreshadowing in "After Twenty Years." Analyze how O. Henry creates surprise in "After Twenty Years."
Unit 1: Narrative Techniques and Structure Lesson 4: Workshop: Write a Summary	RL.9-10.2 RL.9-10.10 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.9, a W.9-10.10	Distinguish an effective and an ineffective summary. Write an effective summary of a work of fiction.
Unit 1: Narrative Techniques and Structure Lesson 5: Your Choice	RL.9-10.10	You may use today's lesson time to do any of the following: • 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: Narrative Techniques and Structure Lesson 6: Workshop: Narrators and Their Importance	RL.9-10.3 RL.9-10.5 RL.9-10.10	Distinguish reliable and unreliable narrators. Distinguish narrator and author. Analyze suspense in terms of point of view.
Unit 1: Narrative Techniques and Structure Lesson 7: Narrator: "The Pit and the Pendulum"	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.9-10.3 RL.9-10.5 RL.9-10.10 SL.9-10.1, a-d SL.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 patterns, inference, and use of reference materials when reading, writing, or speaking.

	SL.9-10.4 W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10	Use academic and domain-specific words when reading, writing, and speaking. Determine the meaning of academic and domain-specific words. Analyze how an author uses an unreliable first-person narrator to create suspense. Write a discussion post to your peers and respond to the following: • How different "The Pit and the Pendulum" would be if it were written with a third-person limited narrator, not a first-person narrator! Think about the beginning of the story, where the main character recalls the scene of his sentencing. Rewrite this passage from the viewpoint of a third-person narrator. In your rewrite, show, don't tell, the character's feelings and thoughts. Write a question about the reason an author may choose to use a first-person or third-person narrator to tell a story. • Don't forget to read other students' passages and questions and to comment and respond to the questions.
Unit 1: Narrative Techniques and Structure Lesson 8: Unit Review: Narrative Techniques and Structure	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10	Revisit the A Closer Look and Explore activities from the unit. Read through your Lesson Notes from the unit. Ask for help with anything you do not fully understand. Review the test-taking strategies activity.
Unit 1: Narrative Techniques and Structure Lesson 9: Unit Test: Narrative Techniques and Structure	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.9-10.2 RL.9-10.3 RL.9-10.5	Demonstrate knowledge on concepts in this unit. Read Secret in Slovakia and respond to the following. • What is the effect of the author's use of foreshadowing in "Secret in Slovakia"? Use evidence from the text to support

	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	your response. Your response should be one complete paragraph. Read A Modern Love Letter and respond to the following. • How does the author of "A Modern Love Letter" create surprise? Cite examples of how the author's choices in structuring the passage and the use of foreshadowing develop the element of surprise. Your response should be at least two complete paragraphs. Read Rescue Mission and respond to the following. • How does the literary point of view in "The Rescue Mission" affect the reader's understanding of the story? Use evidence from the text to support your response. Your response should be at least one complete paragraph.
Unit 1: Narrative Techniques and Structure Lesson 10: Workshop: Write a Personal Narrative	W.9-10.4 W.9-10.5 W.9-10.10	Learn about the writing process. Learn about narrative arc and other characteristics of narrative writing.
Unit 1: Narrative Techniques and Structure Lesson 11: Brainstorm a Topic for a Personal Narrative	W.9-10.4 W.9-10.5 W.9-10.10	Brainstorm a topic for a personal narrative.
Unit 1: Narrative Techniques and Structure Lesson 12: Plan a Personal Narrative	W.9-10.3, a-d W.9-10.4 W.9-10.5 W.9-10.10	Plan the narrative arc of a personal narrative.
Unit 1: Narrative Techniques and Structure Lesson 13: Draft a Personal Narrative	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 W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6	Write a first draft of a personal narrative. Engage readers. Use dialogue. Write a discussion post to your peers and do the following: • Post the draft of your personal narrative to the discussion board according to your teacher's instructions. Review two of your

	W.9-10.10	peers' narratives. Provide feedback based on these questions. Include specific details in your response. Use the responses of your peers to help you improve your own personal narrative. ○ Does the draft tell a story that has a narrative arc? What are the plot's most interesting parts? Could any parts of the plot be expanded or omitted? Why? ○ Does the draft establish a consistent narrative point of view? What makes it a good (or not so good) choice of point of view for this story? ○ Does the draft use dialogue? How realistic is it? How effective is it in portraying characters and moving the plot forward? How might the dialogue be improved? ○ Does the draft contain a second plot line? How effective is it, and why?
Unit 1: Narrative Techniques and Structure Lesson 14: Your Choice	RL.9-10.10	You may use today's lesson time to do any of the following: • 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: Narrative Techniques and Structure Lesson 15: Revise a Personal Narrative	W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10	Revise the draft of a personal narrative. Revise to improve pace. Revise to balance showing and telling. Revise to add effects such as suspense or humor.

Unit 1: Narrative Techniques and Structure Lesson 16: Proofread and Publish a Personal Narrative	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 W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10	Proofread a personal narrative, such as by punctuating dialogue correctly. Edit for clarity and coherence. Select a way to share a personal narrative. Write a discussion post to your peers and respond to the following: • Think of another situation that relates to what you wrote about in your personal narrative. Brainstorm an outline for a narrative about that situation. In your outline, note the way the situation relates to the narrative you've already written. Then interview someone who was part of both events. What details does the person remember that you might have forgotten? What meaning did the person take from the events? Were the events as important to him or her as they were to you? Summarize what you learned from the interviews and from comparing the two similar events. • Have fun reading and commenting on other posts.
Unit 2: Theme and Characters Lesson 1: Workshop: Noun and Verb Phrases	L.9-10.1, b L.9-10.3	Identify and punctuate noun and verb phrases. Use phrases to convey specific meanings and to add variety and interest.
Unit 2: Theme and Characters Lesson 2: Workshop: Theme and Characterization	RL.9-10.2 RL.9-10.3 RL.9-10.10	Define direct and indirect characterization. Define protagonist and antagonist. Analyze how character develops theme.
Unit 2: Theme and Characters Lesson 3: Theme and Characterization: "The Day I Got Lost"	RL.9-10.2 RL.9-10.3 RL.9-10.10	Define and analyze direct and indirect characterization. Distinguish topic and theme. Infer theme from evidence in fiction.

Unit 2: Theme and Characters Lesson 4: Theme and Characterization: "Everything that Rises Must Converge"	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.9-10.2 RL.9-10.3 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	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 authors create complex characters. Define and analyze protagonist and antagonist. Interpret theme by analyzing textual evidence. Write a discussion post to your peers and respond to the following: • How accurate is historical fiction? The best way to find out is to learn something about the period in history it portrays. Research the civil rights movement during the late 1950s and early 1960s. Pay particular attention to events beyond Rosa Parks and Birmingham. Specifically, learn about the role of James Farmer, Justice Thurgood Marshall, or Fannie Lou Hamer during that time period. Afterward, participate in a discussion about the story's representation of this period. Select a specific character in the story to compare with the one you researched. • Don't forget to read other posts and respond.
Unit 2: Theme and Characters Lesson 5: Workshop: Limited or Omniscient, Complex or Flat	L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.2	Compare and contrast complex and flat characters.

	RL.9-10.3 RL.9-10.10	Compare and contrast limited and omniscient narrators. Analyze authors' choices.
Unit 2: Theme and Characters Lesson 6: Limited or Omniscient, Complex or Flat: "The Bet"	L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.3 RL.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. Determine the meaning of academic and domain-specific words. Analyze the impact of third-person limited point of view in a short story. Analyze how complex characters interact.
Unit 2: Theme and Characters Lesson 7: Limited or Omniscient, Complex or Flat: "Hamadi"	RL.9-10.1 RL.9-10.3 RL.9-10.10	Analyze the impact of third-person limited point of view in a short story. Analyze how complex characters interact and develop over the course of a short story.
Unit 2: Theme and Characters Lesson 8: Workshop: Write a Character Analysis	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.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.9 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 W.9-10.1, a-e W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10	Explore the traits of effective literary analysis. Write an analysis of a short story character. Write a discussion post to your peers and respond to the following: • Fictional characters are like people. They're similar in some ways and different in others. Think about a different character from the one you just analyzed. Rewrite a scene from the book with this character instead of the original. Post your scene in the discussion board and ask others to guess which character you are portraying. Begin your post with a brief explanation of what scene you have rewritten and who the original character was. At the end of the scene, add an explanation of

		how the mystery character is different and how that difference changed the way the scene unfolded. • Don't forget to read other posts and say who you think the mystery character is.
Unit 2: Theme and Characters Lesson 9: Your Choice	RL.9-10.10	You may use today's lesson time to do any of the following: • 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 2: Theme and Characters Lesson 10: Workshop: Adjective, Adverb, and Prepositional Phrases	L.9-10.1, b L.9-10.3	Identify and punctuate prepositional, adjective, and adverb phrases. Use phrases to convey specific meanings and to add variety and interest.
Unit 2: Theme and CharactersLesson 11: Unit Review: Theme and Characters	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.9 RL.9-10.10	Revisit the A Closer Look and Explore activities from the unit. Read through your Lesson Notes from the unit. Ask for help with anything you do not fully understand. Review the test-taking strategies activity.
Unit 2: Theme and Characters Lesson 12: Unit Test: Theme and Characters	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.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.9 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6	Demonstrate knowledge on concepts in this unit. Read The Show Must Go On and respond to the following. • What is the theme of "The Show Must Go On"? How do specific details shape the theme and affect Tessa's attitude as the story progresses? Use evidence from the text to support your response. Your response should be at least three complete paragraphs. Read The Next Adventure and respond to the following.

	W.9-10.10	• In “The Next Adventure,” how does Malik change from the time he finds out he’s moving to Japan to the end of the story? Use specific details and evidence from the text to support your response. Your response should be one to two complete paragraphs. • How does Malik relate with his mother in “The Next Adventure”? How do their interactions change over the course of the story? Use specific details and evidence from the text to support your response. Your response should be at least two complete paragraphs.
English 10 Checkpoint 1	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.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.9 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a W.9-10.10	Demonstrate knowledge on concepts in this semester so far. Read A Relay Race to Remember and respond to the following. • How does the author of “A Relay Race to Remember” use foreshadowing to create tension in the story? Use evidence from the text to support your response. Your response should be one to two complete paragraphs.
Unit 3: How Important Ideas Are Expressed Lesson 1: Workshop: Participial and Absolute Phrases	L.9-10.1, b L.9-10.3	Identify and punctuate participial and absolute phrases. Use phrases to convey specific meanings and to add variety and interest.
Unit 3: How Important Ideas Are Expressed Lesson 2: Workshop: Authors Craft Nonfiction	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.10	Analyze how authors craft nonfiction. Analyze how authors convey ideas through technique.
Unit 3: How Important Ideas Are Expressed Lesson 3: Author's Craft: "Lake Titicaca"	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	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

	RI.9-10.10	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 language and word choice affect meaning and tone in an informational text. Infer figurative meaning from the language of an informational text. Analyze how details affect meaning in an informational text. Analyze meaning in particular paragraphs of an informational text.
Unit 3: How Important Ideas Are Expressed Lesson 4: Author's Craft: "About Russell"	RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.10	Analyze how language and word choice affect meaning and tone in an informational text. Analyze how details affect meaning in an informational text. Analyze meaning in particular paragraphs of an informational text.
Unit 3: How Important Ideas Are Expressed Lesson 5: Author's Craft: "Mother Tongue"	RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.10	Determine the central idea of a nonfiction text. Analyze how language and word choice affect meaning and tone in an informational text. Analyze how details affect meaning in an informational text. Analyze meaning in particular paragraphs of an informational text.
Unit 3: How Important Ideas Are Expressed Lesson 6: Workshop: Write a Descriptive Essay	SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 L.9-10.1, a-b L.9-10.2, a-c	Respond to a descriptive writing prompt. Use vivid sensory language. Write a discussion post to your peers and respond to the following:

	L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10	• Draft an essay that describes a person, a place, an experience, or a moment. Use words to paint a picture in your reader's mind. Then, use your essay as a basis for creating visual art that depicts the same person, place, experience, or moment. Your representation can be literal—a painting of Thanksgiving dinner at Grandma's house, for example. Or it can be as abstract as a sculpture that evokes the emotions you've intended to capture in your essay. • When you have finished, post your art in the discussion board. View and comment on others' work as well. • If you wish, post your descriptive essay as a reference for other students.
Unit 3: How Important Ideas Are Expressed Lesson 7: Your Choice	RI.9-10.10	You may use today's lesson time to do any of the following: • 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: How Important Ideas Are Expressed Lesson 8: Workshop: Literary Devices and the Reader's Imagination	RL.9-10.2 RL.9-10.5 RL.9-10.7 RL.9-10.10	Define literary devices, including flashback, imagery, symbolism, and figurative language. Review the narrative arc. Take a look at the two different works in two different mediums.
Unit 3: How Important Ideas Are Expressed Lesson 9: Literary Devices: "...to Say Phoenix, Arizona"	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 RL.9-10.2 RL.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 patterns, inference, and use of reference materials when reading, writing, or speaking.

	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.9-10.9, a W.9-10.10	Use academic and domain-specific words when reading, writing, and speaking. Determine the meaning of academic and domain-specific words. Analyze flashback, imagery, and symbolism. Analyze theme in "This Is What It Means to Say Phoenix, Arizona." Write a discussion post to your peers and respond to the following: • What is the story saying about friendship? • How is the story's theme revealed through the actions of the characters and the changes the characters undergo? • How is the theme revealed through the words, images, and symbols that the author uses? • What other works have you read or seen that address similar themes or that employ language, images, and symbols in similar ways? • Respond to two of your peers' posts by explaining a new understanding or connection you made after reading each post.
Unit 3: How Important Ideas Are Expressed Lesson 10: Literary Devices: "Daystar" and "My Father's Song"	RL.9-10.2 RL.9-10.10	Analyze symbols and images in "Daystar" and "My Father's Song." Analyze how theme emerges and develops in "Daystar" and "My Father's Song."
Unit 3: How Important Ideas Are Expressed Lesson 11: Literary Devices: "Birthright" and American Progress	RL.9-10.2 RL.9-10.4 RL.9-10.7 RL.9-10.10	Analyze how the same subject is treated in a poem and a painting. Analyze how imagery develops theme, tone, and mood in "Birthright."
Unit 3: How Important Ideas Are Expressed Lesson 12: Unit Review: How Important Ideas Are Expressed	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.10 RL.9-10.2	Revisit the A Closer Look and Explore activities from the unit. Read through your Lesson Notes from the unit.

	RL.9-10.3 RL.9-10.5 RL.9-10.7 RL.9-10.10	Ask for help with anything you do not fully understand. Review the test-taking strategies activity.
Unit 3: How Important Ideas Are Expressed Lesson 13: Unit Test: How Important Ideas Are Expressed	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.9-10.5 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.9-10.7 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 Ozymandias and respond to the following. • How does the symbol of the statue and its imagery contribute to the meaning of "Oxymandias"? Use evidence from the text to support your response. Your response should be at least two complete paragraphs. Read an excerpt from "The Life, Crime, and Capture of John Wilkes Booth" and respond to the following. • What is the central idea of "The Life, Crime, and Capture of John Wilkes Booth"? How do specific details from the text help to develop the central idea? Write a two-to-three paragraph response that includes textual evidence for support.
Unit 4: Medium and Message Lesson 1: Workshop: Independent, Dependent, and Noun Clauses	L.9-10.1, b L.9-10.3	Differentiate between independent and dependent clauses. Identify and punctuate noun clauses. Use clauses to convey specific meanings and to add variety and interest.
Unit 4: Medium and Message Lesson 2: Workshop: Poetic Structure and Form	SL.9-10.1, a-d SL.9-10.3 RL.9-10.2 RL.9-10.5 RL.9-10.10 W.9-10.3, a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10	Define elements of poetry, such as imagery and speaker. Define poetic forms and structures, such as iambic pentameter, sonnet, and free verse. Write a discussion post to your peers and respond to the following: • Now, it's your turn. Write a sonnet, 14 lines in iambic pentameter. The rhyme scheme may be ABAB CDCD EFEF GG or ABBA ABBA CDCDCD. The traditional

		subject of a sonnet is praise for someone who is loved. Other traditional subjects include politics, morality, or other serious themes, such as freedom. Pick a subject that feels right to you. Do your best to fit your ideas into the sonnet's challenging form. • Don't forget to read and comment on the sonnets others have written.
Unit 4: Medium and Message Lesson 3: Structure and Form: "Sonnet 55" and "Love is Not All"	L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.5 RL.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. Determine the meaning of academic and domain-specific words. Define the techniques and tools used in sonnet form. Analyze the impact of form and structure in sonnets. Determine the themes of "Sonnet 55" and "Love Is Not All" and analyze how they develop over the course of the poems.
Unit 4: Medium and Message Lesson 4: Structure and Form: Poems by Lord Byron and Ezra Pound	RL.9-10.5 RL.9-10.10	Define the techniques and tools used in the poems by Byron and Pound. Analyze the impact of form and structure on the poems.
Unit 4: Medium and Message Lesson 5: Your Choice	RL.9-10.10	You may use today's lesson time to do any of the following: • 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 4: Medium and Message Lesson 6: Workshop: Genre Matters	RL.9-10.2 RL.9-10.5 RL.9-10.10	Define and distinguish the short story and memoir genres.
Unit 4: Medium and Message Lesson 7: Genre: "First Love"	L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.5 RL.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. Determine the meaning of academic and domain-specific words. Analyze how the author uses elements of the memoir genre to convey ideas.
Unit 4: Medium and Message Lesson 8: Unit Review: Medium and Message	RL.9-10.2 RL.9-10.5 RL.9-10.10	Revisit the A Closer Look and Explore activities from the unit. Read through your Lesson Notes from the unit. Ask for help with anything you do not fully understand. Review the test-taking strategies activity.
Unit 4: Medium and Message Lesson 9: Unit Test: Medium and Message	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.9-10.5 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, a	Demonstrate knowledge on concepts in this unit. Read excerpt from “Paul Revere’s Ride” and respond to the following. • What is a central idea of this excerpt of "Paul Revere's Ride"? How does the structure of the poem help to develop this central idea? Use evidence from the text to support your response. Your response should be at least two complete paragraphs.

	W.9-10.10	Read The Raven and respond to the following. • How does Poe use repetition, sound devices, and point of view for meaning and effect in "The Raven"? What is the effect of the structure of the poem? Use evidence from the text to support your response. Your response should be at least three complete paragraphs.
Unit 4: Medium and Message Lesson 10: Workshop: Prepare a Presentation	RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.9-10.7 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.9-10.5 W.9-10.6	Plan a presentation comparing two works in different mediums on one theme. Incorporate media into the presentation.
Unit 4: Medium and Message Lesson 11: Your Choice	RL.9-10.10	You may use today's lesson time to do any of the following: • 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 4: Medium and Message Lesson 12: Deliver a Presentation on Theme and Medium	RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.9-10.7 RL.9-10.10 SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4	Practice delivering a presentation. Deliver a presentation, using presentation skills. Write a discussion post to your peers and respond to the following:

	SL.9-10.5 SL.9-10.6	• Here's your chance to turn your presentation into a podcast. To begin, prepare discussion questions about the presentation. For example, you might want to ask your "guest" about the strong points of the talk and places where it might be improved. You may also want to prepare remarks about why you included what you did and what the experience of creating and delivering the talk was like. Invite a friend to be part of the podcast. Then press the "record" button and go live! • Invite others to respond with how they would have answered the questions in the podcast and respond to others' podcast questions.
English 10 Checkpoint 2	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.9-10.4 RI.9-10.5 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.9-10.7 RL.9-10.9 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a-b W.9-10.10	Demonstrate knowledge on concepts in this semester so far. Read The Autobiography of Charles Darwin and respond to the following. • Which paragraphs from *The Autobiography of Charles Darwin* most effectively develop Darwin's claim that the voyage of the "Beagle" was the most important event in his life? Use evidence from the text to support your response. Your response should be two or three complete paragraphs. Read The Echoing Green and respond to the following. • How does William Blake use literary techniques (repetition, rhyme, rhythm, figurative language, symbolism, form, style, etc.) and structure to develop meaning, mood, and tone in "The Echoing Green"? Use evidence from the text to support your response. Your response should be two or three complete paragraphs.

Unit 5: The Power of Language Lesson 1: Workshop: Relative and Adverb Clauses	L.9-10.1, b-c L.9-10.3	Identify and punctuate relative and adverb clauses. Use clauses to convey specific meanings and to add variety and interest.
Unit 5: The Power of Language Lesson 2: Workshop: Poetic Language and Devices	RL.9-10.4 RL.9-10.10	Analyze how poetic language affects tone, voice, mood, and emotion. Define and analyze poetic devices, such as imagery and figurative language.
Unit 5: The Power of Language Lesson 3: Poetic Language and Devices: Poems by Walt Whitman	RL.9-10.2 RL.9-10.10	Analyze the language, poetic devices, and meanings of poems by Walt Whitman.
Unit 5: The Power of Language Lesson 4: Poetic Language and Devices: Four Poems About War	L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.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. Determine the meaning of academic and domain-specific words. Analyze the language, poetic devices, and meanings of four poems about war.
Unit 5: The Power of Language Lesson 5: Workshop: Rhetoric and Arguments in Seminal Works	RI.9-10.1 RI.9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10	Analyze types of appeals in seminal arguments. Analyze rhetoric in seminal arguments, including the use of allusions and sources. Evaluate claims in seminal arguments.
Unit 5: The Power of Language Lesson 6: Rhetoric and Arguments: "Four Freedoms" A	L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.6 RI.9-10.9 RI.9-10.10	Analyze how Franklin D. Roosevelt uses allusions and rhetoric in "Four Freedoms."

Unit 5: The Power of Language Lesson 7: 'Rhetoric and Arguments: "Four Freedoms" B	RI.9-10.1 RI.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 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	Analyze the argument in "Four Freedoms." Compare reading and listening to the speech. Write a discussion post to your peers and respond to the following: • What parts of Roosevelt's speech did you find to be strongest? What parts did you find to be weakest? Discuss Roosevelt's reasoning and his rhetoric. • How valid did you find Roosevelt's evidence? Was it sufficient, credible, and relevant? • Did Roosevelt use any logical fallacies or fallacious reasoning? If so, where in the speech did he do so? • How was the experience of listening to the speech different from the experience of reading it? In which form were you better able to notice and evaluate the reasoning and rhetoric in Roosevelt's argument? • Respond to other students' posts.
Unit 5: The Power of Language Lesson 8: Rhetoric and Arguments: "The Sinews of Peace"	L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.3 RI.9-10.5 RI.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 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	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 the argument Winston Churchill presents in "The Sinews of Peace." Write a discussion post to your peers and respond to the following: • In 1946, Winston Churchill gave a speech entitled "The Sinews of Peace." Research the impact of this speech, particularly as

		it relates to the start of the Cold War and the views of people in the United States, the United Kingdom, and western Europe toward the Soviet Union. After the speech, did they continue to think of the USSR as an ally? If not, why not? Write a post about the impact of the speech and its connection to the Cold War and people's shifting views. • Then read and comment on the posts others have made.
Unit 5: The Power of Language Lesson 9: Your Choice	RI.9-10.10	You may use today's lesson time to do any of the following: • 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: The Power of Language Lesson 10: Unit Review: The Power of Language	RI.9-10.1 RI.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10 RL.9-10.2 RL.9-10.10	Revisit the A Closer Look and Explore activities from the unit. Read through your Lesson Notes from the unit. Ask for help with anything you do not fully understand. Review the test-taking strategies activity.
Unit 5: The Power of Language Lesson 11: Unit Test: The Power of Language	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.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10 RL.9-10.2 RL.9-10.4 RL.9-10.10	Demonstrate knowledge on concepts in this unit. Read Barter and respond to the following. • What is the meaning of "Barter"? How does the author's word choice, figurative language, and use of poetic devices convey the meaning and the tone? Use evidence from the text to support your response. Your response should be one or two complete paragraphs. Read and excerpt from "Acres of Diamonds" and respond to the following.

	W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, b W.9-10.10	• What is the speaker's purpose and viewpoint in "Acres of Diamonds"? How does the speaker use rhetoric to advance his purpose and clearly convey his viewpoint? Use evidence from the text to support your response. Your response should be one or two complete paragraphs. Read Face-to-Face vs. Virtual Friends and respond to the following. • What is the main argument of the passage? What claims does the author make to support the argument? How valid, relevant, and sufficient is the reasoning and evidence used to support the argument and claims? Does the author use false statements or fallacious reasoning to support the argument and claims? Use evidence from the text to support your response. Your evaluation of the argument should be two or three complete paragraphs.
Unit 5: The Power of Language Lesson 12: Workshop: Persuasive Speech	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 W.9-10.7 W.9-10.8	Analyze the characteristics of persuasive speech. Choose a topic for a persuasive speech.
Unit 5: The Power of Language Lesson 13: Brainstorm a Persuasive Speech	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.9-10.10	Develop a claim for a persuasive speech. Brainstorm reasons and evidence.

	SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.6 W.9-10.7 W.9-10.8	
Unit 5: The Power of Language Lesson 14: Plan a Persuasive Speech	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.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.6 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	Organize and outline a persuasive speech.
Unit 5: The Power of Language Lesson 15: Craft a Persuasive Speech	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.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 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	Consider the audience for a persuasive speech. Write note cards. Use charged language. Write a discussion post to your peers and respond to the following: • What is the purpose of your speech? • Who is the intended audience for your speech? Why? • What steps have you taken to make sure you achieve your purpose? • What specific choices regarding language have you made to better appeal to your audience? • What have you found to be the most challenging aspect of the process of creating your speech? • Respond to other students' posts.

Unit 5: The Power of Language Lesson 16: Your Choice	RI.9-10.10	You may use today's lesson time to do any of the following: • 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: The Power of Language Lesson 17: Revise a Persuasive Speech	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.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 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	Revise the speech. Anticipate and address counterclaims. Avoid or correct logical fallacies. Write a discussion post to your peers and respond to the following: • Think about the persuasive speech you drafted. Suppose it were part of a debate. What statements would your opponents throw at you after you delivered the speech? What issues would need a response? Create a list of the statements and issues. • Invite others to comment on what they think your speech is about. Later, if you wish, post your speech as a comment on the discussion board and ask others to post feedback on how you could improve it. • Comment on other students' posts.
Unit 5: The Power of Language Lesson 18: Practice a Persuasive Speech	SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.6	Practice the speech, focusing on skills such as pace, volume, eye contact, and expression.

Unit 5: The Power of Language Lesson 19: Deliver a Persuasive Speech	SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.6	Deliver the speech, using appropriate skills.
Unit 6: *Night* Lesson 1: Workshop: Effects of the Patterns of Word Changes	L.9-10.4, a-d	Use related forms of words when writing and speaking. Determine the meaning of related forms of words.
Unit 6: *Night* Lesson 2: Workshop: World Literature and Long Works of Nonfiction	RI.9-10.6 RI.9-10.10 RL.9-10.5 RL.9-10.6 RL.9-10.10	Learn about world literature, including memoirs. Learn how history and culture affect authors and their work.
Unit 6: *Night* Lesson 3: *Night* A	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.9-10.3 SL.9-10.5 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.9, b W.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. Determine the meaning of academic and domain-specific words. Begin to read *Night*. Answer questions about the memoir to demonstrate knowledge of theme, central idea, character development, tone, and structure of text. Write a discussion post to your peers and respond to the following: • Suppose you are one of Elie Weisel's brothers or sisters. You have adapted to living in a ghetto; you have seen trainloads of your compatriots taken away to concentration camps. Your family is scheduled to be on the last train. Would you do as they did, or would you do something different? Explore the benefits and risks of each decision and then give your answer.

		• Don't forget to read and comment on other posts
Unit 6: *Night* Lesson 4: *Night* B	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, b W.9-10.10	Continue to read *Night*. Answer questions about the memoir to demonstrate knowledge of theme, central idea, character development, tone, and structure of text.
Unit 6: *Night* Lesson 5: *Night* C	RI.9-10.6 RI.9-10.10 RL.9-10.3 RL.9-10.6 RL.9-10.10	Analyze how history and culture shape Wiesel's viewpoint and narrative in *Night*. Analyze Weisel's depictions of people.
Unit 6: *Night* Lesson 6: Your Choice	RL.9-10.10	You may use today's lesson time to do any of the following: • 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: *Night* Lesson 7: *Night* D	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	Continue to read *Night*. Answer questions about the memoir to demonstrate knowledge of theme, central idea, character development, tone, and structure of text.
Unit 6: *Night* Lesson 8: *Night* E	L.9-10.4, a-d L.9-10.6 RI.9-10.2 RI.9-10.7 RI.9-10.10 RL.9-10.2 RL.9-10.3 RL.9-10.4	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

	RL.9-10.5 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.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	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. Finish reading *Night*. Answer questions about the memoir to demonstrate knowledge of theme, central idea, character development, tone, and structure of text. Write a discussion post to your peers and respond to the following: • Research, read, and have a discussion about the liberation of the concentration camps from the point of view of the Allied soldiers and generals who were there. Focus on what they saw, how they felt, what they did. Explore the actions of General Walton Walker, who ordered the people living in a town five miles from Buchenwald to march to the camp and see the work of the Third Reich for themselves. • Don't forget to read and comment on other posts and make connections to what you researched and pose questions for further discussion.
Unit 6: *Night*Lesson 9: *Night* F	RI.9-10.10 RL.9-10.3 RL.9-10.10	Analyze how individuals' behavior advances plot and theme in *Night*. Analyze the impact of imagery and symbols in *Night*.
Unit 6: *Night* Lesson 10: Write a Personal Response to the Reading	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.9-10.3 RI.9-10.5	Respond to a question about *Night* with an analysis of its ideas and impact. • Write a 3-4 paragraph essay in which you interpret and describe how Eliezer's faith is affected by his experiences.

	RI.9-10.10 RL.9-10.6 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5, a-b W.9-10.9, a-b W.9-10.10	
Unit 7: English 10 Semester A Test, Parts 1 and 2 Lesson 1: English 10 Semester A Test, Parts 1 and 2	L.9-10.1, a-b L.9-10.2, a-d 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.9-10.6 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.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, a,b W.9-10.10	Demonstrate knowledge on concepts in this semester. Read The Road Not Taken and respond to the following. • What is a theme of “The Road Not Taken”? How does the writer develop the theme? Write at least two paragraphs in which you trace the development of the theme of the poem and analyze how specific details shape the theme. Use evidence from the text to support your response. Your response should be two or three complete paragraphs. Read an excerpt from “The Egg” and respond to the following. • What kind of a person is Father in the excerpt of “The Egg”? How do his actions and his interactions with others advance the plot and develop the theme? Use evidence from the text to support your analysis of the development of Father’s character and his role in propelling the action and developing the theme. Your response should be one or two complete paragraphs. Read an excerpt from *Twelve Years a Slave* and respond to the following. • What is the figurative meaning of the words and phrases in the sentence? How does the imagery and symbolism in the sentence affect its meaning? Use evidence from the text to support your response. Your response should be one or two complete paragraphs.

		Read Give Me Liberty, or Give Me Death! And respond to the following. • What argument and claims does Henry present in “Give Me Liberty, or Give Me Death!”? Are his claims valid and supported with relevant and sufficient evidence? Does he use effective reasoning to support his argument? Does he use false statements or fallacious reasoning? Use evidence from the text to support your response. Your response should be at two or three complete paragraphs.