

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-109BV1ST-K	Grade Level	9-12
Course Name	Summit English 9 Honors- Sem 2	# of Credits	0.5
SCED Code	01001H0.5022	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Honors English 9 Semester 2 is generally offered 2nd semester. K12's English 9 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 9. Throughout the course, students practice narrative, informative, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers.

This course includes all the topics in ENG108 as well as several extension activities. Each semester also includes an independent honors project.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a	a. Use parallel structure.
L.9-10.1.b	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2.a	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b	b. Use a colon to introduce a list or quotation.
L.9-10.2.c	c. Spell correctly.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.a	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).
L.9-10.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.8	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.9-10.8	(Not applicable to literature)
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid 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: Arguments and Speeches Lesson 1: Workshop: Evaluate Arguments and Fallacious Reasoning	L-9-10.6	Evaluate reasoning and evidence in arguments.
	RI.9-10.1	Identify examples of fallacious or valid reasoning.
	RI.9-10.3	
	RI.9-10.4	Use academic and domain-specific words when reading, writing, and speaking.
	RI.9-10.5	
	RI.9-10.6	
	RI.9-10.8	Determine the meaning of academic and domain-specific words.
	RI.9-10.10	

<p>Unit 1: Arguments and Speeches Lesson 2: Arguments and Reasoning: "The American Promise"</p>	<p>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.9-10.6 RI.9-10.8 RI.9-10.10</p>	<p>Describe an argument and its claims.</p> <p>Evaluate an argument by examining the reasoning and evidence.</p> <p>Determine fallacious reasoning or false statements.</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 1: Arguments and Speeches Lesson 3: Arguments and Reasoning: "Ain't I a Woman?"</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10</p>	<p>Describe an argument and its claims.</p> <p>Evaluate an argument by examining the reasoning and evidence.</p> <p>Determine fallacious reasoning or false statements.</p> <p>Write a discussion post to your peers and answer the following:</p> <ul style="list-style-type: none"> Describe if you would find it easier or harder to make a fallacious argument instead of a strong claim. <p>Comment on other students' discussions.</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 1: Arguments and Speeches Lesson 4: Workshop: Analyze a Speaker's Argument</p>	<p>L.9-10.3 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.9-10.8 RI.9-10.10 SL.9-10.3</p>	<p>Evaluate a speaker's viewpoint.</p> <p>Evaluate a speaker's reasoning, evidence, and rhetoric.</p> <p>Identify fallacious reasoning or fallacious or distorted evidence in a speech.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit 1: Arguments and Speeches Lesson 5: Speaker's Argument: "Remarks on East-West Relations at the Brandenburg Gate in West Berlin"</p>	<p>L.9-10.3 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.9-10.8 RI.9-10.10 SL.9-10.3</p>	<p>Evaluate a speaker's viewpoint.</p> <p>Evaluate a speaker's argument.</p> <p>Determine fallacious reasoning or inaccurate evidence.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit 1: Arguments and Speeches Lesson 6: Assignment: Evaluate a Speaker</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3 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.9-10.6 RI.9-10.8 RI.9-10.10 SL.9-10.3 W.9-10.9b</p>	<p>Evaluate a speaker's viewpoint, reasoning, evidence, and rhetoric.</p> <p>Apply reading standards to literary nonfiction when writing, using evidence from informational texts to support analysis and reflection.</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 1: Arguments and Speeches Lesson 7: Your Choice</p>	<p>RI.9-10.10 W.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>
<p>Unit 1: Arguments and Speeches Lesson 8: Workshop: Parallel Structure</p>	<p>L.9-10.1, a W.9-10.4 W.9-10.5</p>	<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>
<p>Unit 1: Arguments and Speeches Lesson 9: Workshop: Rhetoric: Purpose and Devices</p>	<p>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.9-10.8 RI.9-10.9 RI.9-10.10</p>	<p>Determine author's purpose in narrative or informational nonfiction.</p> <p>Define and analyze rhetorical devices.</p> <p>Identify logos, ethos, and pathos.</p> <p>Examine themes and idea in seminal documents.</p> <p>Analyze how authors use rhetoric to advance their purpose.</p>
<p>Unit 1: Arguments and Speeches Lesson 10: Rhetoric: "Give Me Liberty, or Give Me Death!"</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 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 SL.9-10.6 W.9-10.2, a-f</p>	<p>Explain how Patrick Henry uses evidence to express his purpose.</p> <p>Analyze ideas in historic documents.</p> <p>Write a discussion post to your peers and answer the following:</p> <ul style="list-style-type: none"> Describe the effectiveness of rhetorical devices such as hypophora, parallelism, or repetition in "Give Me Liberty, or Give Me Death!"? Give at least two examples to support your evaluation. Evaluate the effectiveness of Patrick Henry's speech. Provide two pieces of textual evidence to support your answer.

	<p>W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10</p>	<p>Comment on other students' posts.</p>
<p>Unit 1: Arguments and Speeches Lesson 11: Rhetoric: "What to the Slave Is the Fourth of July?" A</p>	<p>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.9-10.6 RI.9-10.8 RI.9-10.10</p>	<p>Evaluate a speaker's viewpoint.</p> <p>Evaluate a speaker's argument.</p> <p>Determine fallacious reasoning or inaccurate evidence.</p> <p>Ask and answer questions to demonstrate comprehension of narrative nonfiction and informational texts.</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 1: Arguments and Speeches Lesson 12: Rhetoric: "What to the Slave Is the Fourth of July?" B</p>	<p>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.9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10</p>	<p>Explain how Frederick Douglass uses rhetoric to achieve his purpose.</p> <p>Analyze ideas in historic documents.</p> <p>Describe the techniques that make a speech effective.</p>
<p>Unit 1: Arguments and Speeches Lesson 13: Assignment: Write an Evaluation of an Argument</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6</p>	<p>Write an evaluation of a written argument.</p> <p>Use what you've learned about the characteristics of rhetoric to evaluate an argument.</p> <p>Write a discussion post to your peers and answer the following:</p> <ul style="list-style-type: none"> Imagine that you are a British spy and have been tasked with reporting back to

	<p>RI.9-10.8 RI.9-10.9 RI.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 SL.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10</p>	<p>the monarchy the key points of Henry's speech and its effect on the audience. Write a review of the speech that captures the key points. Explain how this speech might affect Great Britain's control of the colonies.</p> <ul style="list-style-type: none"> • Be sure to read and comment on other posts saying whether you agree or disagree with the review and why.
<p>Unit 1: Arguments and Speeches Lesson 14: Workshop: Formal vs. Informal Language</p>	<p>L.9-10.3, a</p>	<p>Identify what makes language formal or informal.</p> <p>Use the style and tone that's appropriate for a particular type of writing.</p>
<p>Unit 1: Arguments and Speeches Lesson 15: Unit Review: Arguments and Speeches</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10</p>	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p> <p>Ask for help with anything you do not fully understand.</p> <p>Review the test-taking strategies activity.</p>
<p>Unit 1: Arguments and Speeches Lesson 16: Unit Test: Arguments and Speeches</p>	<p>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.9-10.8 RI.9-10.9 RI.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read an excerpt from "Common Sense" and do the following:</p> <ul style="list-style-type: none"> • Describe how effective Paine's argument is against the idea of reconciliation with Great Britain. • Describe the key concept about the relationship between an abusive government and its citizens Paine wants readers to understand. • Describe if Paine uses valid and sufficient reasons and evidence to support his argument.

		<ul style="list-style-type: none"> Your response should evaluate the validity and relevance of the reasons and evidence Paine uses to support separation from Great Britain. Use evidence from the text to support your response. Your response should be at least two complete paragraphs.
<p>Unit 1: Arguments and Speeches Lesson 17: Workshop: Plan a Speech</p>	<p>L.9-10.4, a-d L.9-10.6 RI.9-10.4 RI.9-10.8 W.9-10.7 W.9-10.8 W.9-10.9, b W.9-10.10</p>	<p>Plan a persuasive speech.</p> <p>Gather supporting information for a persuasive speech.</p>
<p>Unit 1: Arguments and Speeches Lesson 18: Workshop: Craft a Speech</p>	<p>L.9-10.4, a-d L.9-10.6 RI.9-10.4 RI.9-10.8 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>Learn how to organize information in a persuasive speech.</p> <p>Plan to support claims and address counterclaims in a persuasive speech.</p>
<p>Unit 1: Arguments and Speeches Lesson 19: Workshop: Revise a Speech</p>	<p>L.9-10.1, a-b L.9-10.3, a L.9-10.4, a-d L.9-10.5 L.9-10.6 RI.9-10.4 RI.9-10.8 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</p>	<p>Revise your persuasive speech.</p> <p>Develop a call to action for your persuasive speech.</p> <p>Respond to these questions. Use appropriate online etiquette. Treat others' opinions and efforts respectfully, and use a constructive tone.</p> <ul style="list-style-type: none"> Did you agree or disagree with the speaker's argument? Give specific reasons. If you disagree, what counterclaim or rebuttal can you suggest? Support your counterclaim with reasons and evidence. Invite the speaker to respond. How effective is the speaker's organization of the speech? How effective is the speaker's use of language?

		<ul style="list-style-type: none"> • How well would the speech appeal to an audience? Why?
<p>Unit 1: Arguments and Speeches Lesson 20: Your Choice</p>	<p>RI.9-10.10 W.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>
<p>Unit 1: Arguments and Speeches Lesson 21: Workshop: Practice a Speech</p>	<p>L.9-10.1, a-b L.9-10.3, a L.9-10.4, a-d L.9-10.5 L.9-10.6 RI.9-10.4 RI.9-10.8 SL.9-10.1, a-d SL.9-10.2 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</p>	<p>Prepare yourself to give a speech.</p> <p>Revise and practice the speech-writing process.</p> <p>Research, review, and rehearse your presentation.</p> <p>Cite evidence to support your claims.</p> <p>Use different forms of media to engage your audience and enhance your presentation.</p> <p>Use formal Standard English appropriate to context and topic when writing or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p>
<p>Unit 1: Arguments and Speeches Lesson 22: Workshop: Present a Speech</p>	<p>L.9-10.1, a-b L.9-10.3, a L.9-10.4, a-d L.9-10.5 L.9-10.6 RI.9-10.4 RI.9-10.8 SL.9-10.1, a-d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6 W.9-10.1, a-e</p>	<p>Deliver the speech, using appropriate skills.</p> <p>Clearly present, organize, and explain information in your speech using appropriate language and tone.</p> <p>Cite evidence to support your claims.</p> <p>Use different forms of media to engage your audience and enhance your presentation.</p> <p>Use formal Standard English appropriate to context and topic when writing or speaking.</p>

	<p>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>Use academic and domain-specific words when reading, writing, and speaking.</p>
<p>Unit 2: The Power of Language Lesson 1: Workshop: Misplaced and Dangling Modifiers</p>	<p>L.9-10.1, b</p>	<p>Identify misplaced and dangling modifiers.</p> <p>Revise sentences to fix misplaced and dangling modifiers.</p> <p>Use phrases and clauses to convey specific meanings and to add variety and interest.</p>
<p>Unit 2: The Power of Language Lesson 2: Workshop: Figures of Speech and Language Creates Effects</p>	<p>L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RL.9-10.4 RL.9-10.10</p>	<p>Analyze and interpret the uses of figures of speech in texts.</p> <p>Analyze the impact of word choice, imagery, and figurative speech in texts.</p> <p>Determine the connotations and nuances of words.</p>
<p>Unit 2: The Power of Language Lesson 3: Effects of Language: “The Masque of the Red Death”</p>	<p>L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.10</p>	<p>Examine connotations and nuances in literature.</p> <p>Analyze the impact of imagery in a short story.</p> <p>Analyze theme in a short story.</p>
<p>Unit 2: The Power of Language Lesson 4: Effects of Language: “Incident” and “Afternoon in School — The Last Lesson”</p>	<p>L.9-10.4, a-d L.9-10.5, a, b L.9-10.6 RL.9-10.2 RL.9-10.4 RL.9-10.10</p>	<p>Explore how figures of speech impact poetry.</p> <p>Examine how imagery creates tone and mood.</p> <p>Analyze how details create theme.</p>
<p>Unit 2: The Power of Language Lesson 5: Your Choice</p>	<p>RL.9-10.10 W.9-10.10</p>	<p>Complete work in progress or get ahead in your reading.</p> <p>Review prior lessons in the unit to prepare for the Unit Test, if there is one.</p> <p>Post or respond to posts on the discussion board.</p> <p>Prepare for your state standardized test.</p> <p>Go on to the next lesson.</p>

<p>Unit 2: The Power of Language Lesson 6: Workshop: Rhetoric Develops Purpose and Viewpoint</p>	<p>L.9-10.4, a-d L.9-10.6 RI.9-10.4 RI.9-10.6 RI.9-10.10</p>	<p>Analyze how authors use rhetoric to develop purpose and viewpoint.</p> <p>Analyze the effect of symbolism and personification.</p>
<p>Unit 2: The Power of Language Lesson 7: Rhetoric: Purpose and Viewpoint: "A Quilt of a Country"</p>	<p>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.9-10.2 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 SL.9-10.6 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10</p>	<p>Explore how imagery develops meaning in an informational text.</p> <p>Learn how authors use rhetoric to express viewpoint and purpose.</p> <p>Examine how a central idea is developed.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • A quilt is an actual thing—a bed covering. Describe how the making of a quilt and the quilt itself relates to America. • Describe what else the quilt as metaphor could be used to describe. <p>Comment on other students' posts.</p>
<p>Unit 2: The Power of Language Lesson 8: Rhetoric: Purpose and Viewpoint: "Here Is New York"</p>	<p>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</p>	<p>Explore how imagery develops meaning in an informational text.</p> <p>Learn how authors use rhetoric to express viewpoint and purpose.</p> <p>Examine how a central idea is developed.</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 2: The Power of Language Lesson 9: Assignment: Write a Summary of an Informational Text</p>	<p>L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2</p>	<p>Write an objective summary that includes the central idea and main supporting ideas of an informational text.</p>

	<p>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.9-10.6 W.9-10.9, b W.9-10.10</p>	<p>Provide textual evidence to support a response that addresses all aspects of the prompt using logic and sequence to convey a clear understanding of the task’s purpose and audience.</p> <p>Develop an effective interpretation through an accurate understanding of stated and implied ideas.</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 2: The Power of Language Lesson 10: Unit Review: The Power of Language</p>	<p>RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.10</p>	<p>Revisit the A Closer Look and Explore activities from the unit.</p> <p>Read through your Lesson Notes from the unit.</p> <p>Ask for help with anything you do not fully understand.</p> <p>Review the test-taking strategies activity.</p>
<p>Unit 2: The Power of Language Lesson 11: Unit Test: The Power of Language</p>	<p>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.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.10 W.9-10.2, a-f</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Rewrite underlined words in a paragraph to change the tone from nervous to upbeat. Be sure the words you choose have a similar denotative meaning to the words you are replacing.</p> <p>Read an excerpt from Chapter XII in The Innocents Abroad by Mark Twain and do the following.</p> <ul style="list-style-type: none"> • Describe the effect of the imagery the narrator uses in Paragraph 1 of the excerpt. • Explain the imagery and how it conveys the narrator’s perspective as an American

	<p>W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9, b W.9-10.10</p>	<p>visiting France for the first time. Use evidence from the text to support your response. Your response should be at least one complete paragraph.</p> <p>Read the excerpt from “Remarks by the President to Leaders from the Pacific Island Conference of Leaders and the International Union for the Conservation of Nature World Conservation Congress” by President Barack Obama, Honolulu, Hawaii, on September 1, 2016 and do the following.</p> <ul style="list-style-type: none"> • Describe his purpose in delivering this message. • Describe how he uses rhetoric to support and advance his purpose. • Use evidence from the text to support your response. • Your response should be at least two complete paragraphs.
<p>Unit 2: The Power of Language Lesson 12: Workshop: Media Project</p>	<p>RI.9-10.2 RI.9-10.4 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</p>	<p>Plan a media project.</p> <p>Search multiple print and digital sources to collect information for your project ensuring each source is credible and relevant.</p> <p>Choose media pieces that will enhance your audience’s understanding and fulfill your purpose.</p> <p>Fully develop your ideas by synthesizing the collected information and integrating media into your project.</p> <p>Use organization, content, and style that is appropriate for an audience of your teacher and your peers.</p>
<p>Unit 2: The Power of Language Lesson 13: Workshop: Craft a Media Project</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.10 SL.9-10.2 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</p>	<p>Use media effectively in a presentation.</p> <p>Include at least three types of media that clearly relate to your topic and organize them logically in your project.</p> <p>Fully develop your ideas by synthesizing the collected information and integrating media into your project.</p>

	<p>W.9-10.9, b</p>	<p>Use organization, content, and style that is appropriate for an audience of your teacher and your peers.</p> <p>Present your project to your peers.</p> <p>Review, revise, and proofread your project using the online checklist based on feedback from your peers.</p>
<p>Unit 2: The Power of Language Lesson 14: Workshop: Revise a Media Project</p>	<p>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</p>	<p>Polish a media project and submit it.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Think about the last time you finished a project. Did you pause and say to yourself, “I’d do this part or that part differently next time”? Without realizing it, you may have done an informal self-evaluation. Now make it formal! <p>Comment on other students’ posts.</p>
<p>English 9 Checkpoint 3</p>	<p>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.9-10.4 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.9-10.5 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, b W.9-10.10</p>	<p>Students will be assessed on content taught thus far in the semester.</p> <p>Read an excerpt from Clarence Darrow’s closing argument in <i>Illinois v. Nathan Leopold and Richard Loeb</i>, August 22–25, 1924 and do the following:</p> <ul style="list-style-type: none"> • Describe the argument in the excerpt. • Describe how well Darrow supports his argument. • Describe how Darrow uses rhetoric to advance his purpose in the excerpt of his closing argument in <i>Illinois v. Nathan Leopold and Richard Loeb</i>. • Provide two or more examples of rhetoric Darrow uses and the intended effect of the rhetoric. • Use evidence from the passage to support your response. <p>Read the poem, <i>The Inchcape Rock</i>, by Robert Southey and do the following:</p> <ul style="list-style-type: none"> • Describe the key events that occur in “The Inchcape Rock”.

		<ul style="list-style-type: none"> • Write an objective summary of the poem that focuses on important events and ideas. • Your response should be one or two complete paragraphs.
Unit 3: <i>A Midsummer Night's Dream</i> Lesson 1: Workshop: Verify Definitions of Unfamiliar Words or Phrases	L.9-10.4, a	Use context clues to verify definitions.
Unit 3: <i>A Midsummer Night's Dream</i> Lesson 2: Workshop: Drama and Shakespeare	L.9-10.4, a-d L.9-10.6 RL.9-10.4 RL.9-10.5 RL.9-10.10	Examine how the plot structure develops meaning in a Shakespearean comedy. Learn to understand language in a Shakespearean play.
Unit 3: <i>A Midsummer Night's Dream</i> Lesson 3: <i>A Midsummer Night's Dream A</i>	L.9-10.4, a-d L.9-10.6 RL.9-10.4 RL.9-10.5 RI.9-10.6 RL.9-10.10	Learn about Shakespeare's language. Analyze metaphors and multiple meaning words.
Unit 3: <i>A Midsummer Night's Dream</i> Lesson 4: <i>A Midsummer Night's Dream B</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.9-10.6 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	Watch a clip of <i>A Midsummer Night's Dream</i> Act I Scene 2. Read <i>A Midsummer Night's Dream</i> Act I Scene 2 and Act II Scenes 1 and 2. Answer questions and use active reading strategies to comprehend the play. 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 3: <i>A Midsummer Night's Dream</i> Lesson 5: <i>A Midsummer Night's Dream C</i>	L.9-10.4, a-d L.9-10.6 RL.9-10.4	Demonstrate understanding of the language in the play.

	<p>RL.9-10.5 RL.9-10.9 RL.9-10.10</p>	<p>Examine how word choice and imagery impact the play.</p> <p>Explore the effects of parallel plots.</p>
<p>Unit 3: <i>A Midsummer Night's Dream</i> Lesson 6: <i>A Midsummer Night's Dream D</i></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.9-10.6 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</p>	<p>Watch a clip of <i>A Midsummer Night's Dream</i> Act III Scene 2.</p> <p>Read <i>A Midsummer Night's Dream</i> Act III Scene 2.</p> <p>Answer questions and use active reading strategies to comprehend the play.</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 3: <i>A Midsummer Night's Dream</i> Lesson 7: <i>A Midsummer Night's Dream E</i></p>	<p>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</p>	<p>Read <i>A Midsummer Night's Dream</i> Act IV Scenes 1 and 2.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Why are Shakespeare’s plays still read today? Is it because of the plots, characters, or language? Is it his ability to communicate what is common to humanity? <p>Comment on other students’ posts.</p>
<p>Unit 3: <i>A Midsummer Night's Dream</i> Lesson 8: Your Choice</p>	<p>RL.9-10.4 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.

		<ul style="list-style-type: none"> Go on to the next lesson.
<p>Unit 3: <i>A Midsummer Night's Dream</i> Lesson 9: <i>A Midsummer Night's Dream F</i></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.9-10.6 RL.9-10.9 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5</p>	<p>Read <i>A Midsummer Night's Dream</i> Act V.</p> <p>Answer questions and use active reading strategies to comprehend the play.</p>
<p>Unit 3: <i>A Midsummer Night's Dream</i> Lesson 10: <i>A Midsummer Night's Dream G</i></p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.10 SL.9-10.1, a-d SL.9-10.3 SL.9-10.4 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 the development of theme.</p> <p>Explore how plot elements create meaning in the play.</p> <p>Examine how language evokes time, place, and tone.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> You may have heard the expression, "There's nothing new under the sun." What do you think—is it true? Here's your chance to make a case for your viewpoint. <p>Comment on other students' posts.</p>
<p>Unit 3: <i>A Midsummer Night's Dream</i> Lesson 11: Workshop: Shakespeare Transforms Sources</p>	<p>RL.9-10.9 RL.9-10.10</p>	<p>Examine how authors transform sources to create a new literary work.</p> <p>Authors draw ideas from sources to use in their literary works.</p>
<p>Unit 3: <i>A Midsummer Night's Dream</i> Lesson 12: Transform Sources: "Pyramus and Thisbe"</p>	<p>RL.9-10.4 RL.10-9.9 RL.10-9.10</p>	<p>Examine how an author draws from literary source material.</p> <p>Explore how an author transforms literary source material.</p>
<p>Unit 3: <i>A Midsummer Night's Dream</i> Lesson 13: Workshop: Write a Transforming Sources Essay</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RL.9-10.1</p>	<p>Write a compare-and-contrast essay examining how an author transforms a source.</p> <p>Use textual evidence from both texts to support your points.</p>

	<p>RL.9-10.2 RL.10-9.3 RL.9-10.4 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.9-10.2, 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>Proofread your essay for standard grammar, usage, punctuation, capitalization, and spelling.</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>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Some characters have a way of getting around. They seem to travel from one literary work to another. Do they always represent the same ideas or have the same role? It’s up to you to find out. <p>Comment on other students’ posts.</p>
<p>Unit 4: Informational Works Lesson 1: Workshop: Vocabulary Reference Materials</p>	<p>L.9-10.4, c-d</p>	<p>Use vocabulary reference materials, such as a dictionary, thesaurus, or glossary.</p>
<p>Unit 4: Informational Works Lesson 2: Workshop: Journalism and Research Develops Ideas</p>	<p>L.9-10.4, a-d L.9-10.6 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.10</p>	<p>Explain the effect of language and word choice on tone and meaning.</p> <p>Analyze the impact of structure on meaning.</p>
<p>Unit 4: Informational Works Lesson 3: Journalism and Research: “Ten Days in a Mad-House”</p>	<p>L.9-10.1, a-b L.9-10.2, a-c 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 SL.9-10.1, a-d SL.9-10.3</p>	<p>Explore how language affects meaning and tone in informational text.</p> <p>Examine how the sequence of ideas and points impact a text.</p> <p>Analyze how journalists develop ideas in informational text.</p> <p>Write a discussion post to your peers and respond to the following:</p>

	<p>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,b W.9-10.10</p>	<ul style="list-style-type: none"> • Fiction is make-believe. However, good fiction enables you to suspend disbelief and accept the characters and actions as real. Well, if they're real, then they just might be worthy of a news article. Write one! <p>Comment on other students' posts</p>
<p>Unit 4: Informational Works Lesson 4: Workshop: Semicolons</p>	<p>L.9-10.1, b L.9-10.2, a</p>	<p>Use a semicolon to join closely related independent clauses.</p> <p>Use a conjunctive adverb after a semicolon in a compound sentence.</p>
<p>Unit 4: Informational Works Lesson 5: Workshop: Plan a Research Project</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 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.9-10.8 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</p>	<p>Learn about how to gather information from reliable sources.</p> <p>Learn about avoiding plagiarism.</p> <p>Choose and narrow a topic for a research project.</p> <p>Provide feedback to peers.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Post your research topic and state your stance. Explain how you plan to approach your topic. Read two of your peers' posts. Provide feedback based on these questions. Include specific details in your response. <ul style="list-style-type: none"> ○ Is the topic debatable? ○ Is the topic too narrow or broad, or is it just right? ○ Is the topic appropriate for the audience and task? ○ Is there another point of view the writer might consider?
<p>Unit 4: Informational Works Lesson 6: Your Choice</p>	<p>RI.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.

		<ul style="list-style-type: none"> • Prepare for your state standardized test. • Go on to the next lesson.
<p>Unit 4: Informational Works Lesson 7: Workshop: Conduct Research A</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 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>	<p>Learn about how to identify and choose useful and credible sources.</p> <p>Learn about how collect relevant information from sources.</p> <p>Learn about how to paraphrase, summarize, or accurately quote information to avoid plagiarism.</p>
<p>Unit 4: Informational Works Lesson 8: Workshop: Conduct Research B</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 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.9-10.8 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</p>	<p>Assess the progress of the research project.</p> <p>Complete research.</p> <p>Create an outline.</p> <p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Research is an undertaking in which bigger is definitely not better. Big, broad topics make research difficult and imprecise. How narrowly can you define a topic? Here’s your chance to find out. <p>Comment on other students’ posts</p>

<p>Unit 4: Informational Works Lesson 9: Workshop: Draft a Research Project A</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 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>	<p>Write an introduction with a precise claim.</p> <p>Synthesize research to make connections between source material while maintaining the writer’s voice.</p> <p>Develop claims and counterclaims by using valid reasoning and evidence.</p> <p>Address the audience's knowledge and concerns.</p>
<p>Unit 4: Informational Works Lesson 10: Workshop: Draft a Research Project B</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 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.9-10.8 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>	<p>Synthesize research to make connections between source material while maintaining the writer’s voice.</p> <p>Develop claims and counterclaims by using valid reasoning and evidence.</p> <p>Write a concluding statement or section that follows and supports the argument presented.</p> <p>Use a standard format for citation in a research paper.</p>
<p>Unit 4: Informational Works Lesson 11: Workshop: Revise and Proofread a Research Project</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3</p>	<p>Revise and proofread a research project.</p> <p>Use a consistent style laid out in the guidelines of a style manual appropriate to the task.</p> <p>Revise your paper for content, organization, and language.</p>

	<p>RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.10 W.9-10.1, a-e 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>	<ul style="list-style-type: none"> • Check for cohesion in your organization of ideas. • Make sure you have used formal language and maintained an objective tone throughout. • Evaluate your research process for criteria such as the relevance of your evidence and the effectiveness of your organizational plan. <p>Revise for clarity and variety in sentence structure and diction as necessary.</p> <p>Double-check all in-text citations and works cited entries for correct MLA format.</p> <p>Proofread your draft with the aid of the online checklist.</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>English 9 Checkpoint 4</p>	<p>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.9-10.4 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.9-10.3 RL.9-10.4</p>	<p>Students will be assessed on content taught thus far in the semester.</p> <p>Read an excerpt from <i>Julius Caesar</i> by William Shakespeare and do the following:</p> <ul style="list-style-type: none"> • Describe how Antony introduces and develops the theme that people should be judged based on their actions, not based on the opinions of others. Use evidence from the text to support your response. Your response should be one or two complete paragraphs. <p>Read the background material about <i>Rosalynde</i> by Evan Thomas and the introductory material about <i>As You Like It</i> by William Shakespeare. Read the excerpt from Shakespeare’s play. Then respond to the following:</p>

	<p>RL.9-10.5 RL.9-10.6 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</p>	<ul style="list-style-type: none"> • Describe the details Shakespeare borrows from <i>Rosalynde</i> in this excerpt from <i>As You Like It</i>. • Describe how Shakespeare transforms elements of <i>Rosalynde</i> in the opening of his comedy. • Use evidence from the text to support your response. Your response should be one or two complete paragraphs. <p>Read the article. Then respond to the following.</p> <ul style="list-style-type: none"> • Describe how the sequencing of ideas in the passage helps readers understand the significance of the annual Repertory Theater High School Awards. • Use evidence from the text to support your response. Your response should be one or two complete paragraphs.
<p>Unit 5: Cultural Perspectives Lesson 1: Workshop: Cultural Viewpoints and Experience</p>	<p>RI.9-10.3 RL.9-10.6 RL.9-10.10</p>	<p>Explain how cultural viewpoints and experiences are reflected in literature.</p> <p>Examine how culture or history shapes or influences literature.</p> <p>Explore how culture influences an author’s literary works.</p>
<p>Unit 5: Cultural Perspectives Lesson 2: Culture and Literature: "The Harvest"</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.9-10.6 RL.9-10.10</p>	<p>Analyze how culture influences literature.</p> <p>Explore the theme and its development.</p> <p>Explain how literary point of view affects "The Harvest."</p>
<p>Unit 5: Cultural Perspectives Lesson 3: Culture and Literature: "The Man to Send Rainclouds"</p>	<p>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.9-10.4 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.9-10.6</p>	<p>Analyze how culture and history shape literature.</p> <p>Examine how theme is developed in "The Man to Send Rainclouds."</p> <p>Explore how word choice creates meaning, tone, and mood.</p> <p>Write a discussion post to your peers and respond to the following:</p>

	W.9-10.9, a W.9-10.10	<ul style="list-style-type: none"> • Cultures have traditions surrounding all kinds of events—births, birthdays, holidays, even death. What happens when an event important to people of different cultures takes places? What about when that event is a death? Time to think.... <p>Comment on other students' posts.</p>
Unit 5: Cultural Perspectives Lesson 4: Culture and Literature: "I Explain a Few Things" and "The Space"	L.9-10.6 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.10	<p>Analyze cultural viewpoint and experience in literature.</p> <p>Examine the development of theme in poems.</p> <p>Explain how point of view and word choice create meaning.</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: Cultural Perspectives Lesson 5: Culture and Literature "My Aunt Gold Teeth"	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.9-10.6 RL.9-10.10	<p>Analyze cultural experience in world literature.</p> <p>Explain how point of view and word choice create meaning.</p> <p>Trace the development of theme in "My Aunt Gold Teeth."</p>
Unit 5: Cultural Perspectives Lesson 6: 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 5: Cultural Perspectives Lesson 7: Assignment: Write About Culture or Setting	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.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.10	<p>Conduct a short research project using electronic sources.</p> <p>Integrate information smoothly, avoiding plagiarism by quoting, summarizing, or paraphrasing appropriately.</p> <p>Develop writing so it is suitable for your task, purpose, and audience.</p>

	<p>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.9-10.8 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</p>	<p>Write a discussion post to your peers and do the following:</p> <ul style="list-style-type: none"> • Locate two or three examples of literary analysis written about a familiar short story, nonfictional narrative, or novel. Use the search terms "literary analysis of" followed by the title of the chosen work to find the examples. For each example, identify the writer's thesis statement. Briefly explain whether you agree or disagree with each writer and provide a brief rationale for each opinion. <p>Comment on other students' posts.</p>
<p>Unit 5: Cultural Perspectives Lesson 8: Unit Review: Cultural Perspectives</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.10</p>	<p>Use today's lesson time to prepare for the Unit Test. Some activities that may help you:</p> <ul style="list-style-type: none"> • 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.
<p>Unit 5: Cultural Perspectives Lesson 9: Unit Test: Cultural Perspectives</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.5, a-b L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.3 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.9-10.6 W.9-10.9, a</p>	<p>Demonstrate knowledge on concepts in this unit.</p> <p>Read excerpt from <i>Around the World in Eighty Days</i> by Jules Verne and respond to the following:</p> <ul style="list-style-type: none"> • In <i>Around the World in Eighty Days</i>, Phileas Fogg makes an impulsive wager that he can travel around the world in eighty days or less. This excerpt from the story is told from the third-person point of view, focusing on the perspective of Passepartout, Fogg's loyal servant. How does focusing on Passepartout's point of view affect the story? Use evidence from the text to support your response. Your response should be one or two complete paragraphs.

	<p>W.9-10.10</p>	<ul style="list-style-type: none"> • The story told in <i>Around the World in Eighty Days</i> is set the year 1873. It is about a man who makes a bet that he can travel around the world in eighty days. How does the historical time period influence the events in the passage? Use evidence from the text to support your response. Your response should be at least two complete paragraphs.
<p>Unit 6: <i>The Alchemist</i> Lesson 1: Workshop: Read Longer Works</p>	<p>RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.10</p>	<p>Examine the structure of longer works.</p> <p>Analyze how authors use allegory to convey theme.</p>
<p>Unit 6: <i>The Alchemist</i> Lesson 2: <i>The Alchemist A</i></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.9-10.9 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>	<p>Answer questions and use active reading strategies to comprehend the novel.</p> <p>Summarize a literary text objectively, noting important characters, their actions, and their motivations.</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: <i>The Alchemist</i> Lesson 3: <i>The Alchemist B</i></p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.4 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.9-10.9, a W.9-10.10</p>	<p>Answer questions and use active reading strategies to comprehend the novel.</p> <p>Summarize a literary text objectively, noting important characters, their actions, and their motivations.</p>
<p>Unit 6: <i>The Alchemist</i> Lesson 4: <i>The Alchemist C</i></p>	<p>L.9-10.4, a-d L.9-10.6 RL.9-10.2 RL.9-10.3</p>	<p>Examine the literary devices archetypes, symbols, and setting.</p>

	RL.9-10.4 RL.9-10.5 RL.9-10.10	Locate evidence in <i>The Alchemist</i> that develops an allegory. Explain the effects a complex character has on a story.
Unit 6: <i>The Alchemist</i> Lesson 5: Your Choice	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 6: <i>The Alchemist</i> Lesson 6: <i>The Alchemist D</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.9-10.9 RL.9-10.10 W.9-10.2, a-f W.9-10.4 W.9-10.5 W.9-10.10	Answer questions and use active reading strategies to comprehend the novel. Summarize a literary text objectively.
Unit 6: <i>The Alchemist</i> Lesson 7: <i>The Alchemist E</i>	L.9-10.6 RL.9-10.2 RL.9-10.4 RL.9-10.10	Examine how theme develops over the course of <i>The Alchemist</i> . Explore how allegory develops theme. Use academic and domain-specific words when reading, writing, and speaking. Determine the meaning of academic and domain-specific words.
Unit 6: <i>The Alchemist</i> Lesson 8: Workshop: Plan a Literary Analysis Essay	L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.9 RL.9-10.10 SL.9-10.1, a-d SL.9-10.2	Write a draft of a thesis statement for a literary analysis essay. Conduct a close reading to gather evidence to support a thesis statement. Write a discussion post to your peers and respond to the following:

	<p>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.9-10.10</p>	<ul style="list-style-type: none"> • <i>The Alchemist</i> is full of allegories—its characters, events, objects. Possibly even the title itself! Create a slideshow presentation about Coelho’s use of allegory. Be sure to include evidence from the text to support your explanations and interpretations. • Be sure to read and comment on other presentations, saying what you liked and what could be improved
<p>Unit 6: <i>The Alchemist</i> Lesson 9: Workshop: Draft a Literary Analysis Essay A</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.9 RL.9-10.10 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>	<p>Write a precise thesis statement for a literary analysis essay.</p> <p>Begin drafting a literary analysis essay.</p> <p>Use ideas and reasons supported by evidence.</p> <p>Demonstrate command of the conventions for standard English including, grammar, usage, punctuation, and spelling when writing.</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: <i>The Alchemist</i> Lesson 10: Workshop: Draft a Literary Analysis Essay B</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.9 RL.9-10.10 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>	<p>Write a conclusion.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Establish connections between the thesis, reasons, and evidence.</p> <p>Use transitions to show relationships and connects sections and ideas in a literary analysis essay.</p> <p>Demonstrate command of the conventions for standard English including, grammar, usage, punctuation, and spelling when writing.</p>

		<p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit 6: <i>The Alchemist</i> Lesson 11: Workshop: Revise a Literary Analysis Essay</p>	<p>L.9-10.1, a-b L.9-10.2, a-c L.9-10.3, a L.9-10.4, a-d L.9-10.6 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.9 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>	<p>Revise and proofread a literary analysis essay.</p> <p>Submit your essay for scoring.</p> <p>Write a discussion post to your peers and respond to the following:</p> <ul style="list-style-type: none"> • Every work of fiction has a cultural setting. It comes out in the way characters talk and behave, in their thinking, and in their interactions with others. Create a multimedia presentation that describes how culture is represented in a literary work. You can choose a work from the unit or another selection. • Don't forget to read others' presentations and write comments about what you liked and what could be improved.
<p>Unit 7: English 9 Semesters A and B Tests Lesson 1: English 9 Semester A Test, Parts 1 and 2</p>	<p>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.9-10.4 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.9-10.6 W.9-10.9, b W.9-10.10</p>	<p>Demonstrate knowledge on concepts in this semester.</p> <p>Read an excerpt from <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass and respond to the following.</p> <ul style="list-style-type: none"> • How do Douglass's word choices contribute to the tone of the excerpt from <i>Narrative of the Life of Frederick Douglass</i>? Use evidence from the text to support your response. Your response should be at least two complete paragraphs. • In the excerpt from <i>Narrative of the Life of Frederick Douglass</i>, how does Mr. Auld's decision to forbid his wife to teach Douglass to read change Douglass's viewpoint about his enslavement? Use evidence from the text to support your response. Your response should be at least two complete paragraphs.

		<p>Read the passage, <i>The Many Sides of Volunteering</i> and respond to the following.</p> <ul style="list-style-type: none"> • What is the author’s argument in “The Many Sides of Volunteering”? How does the author support the argument? Use evidence from the text to support your response. Your response should be at least two complete paragraphs. • In “The Many Sides of Volunteering,” how effective is the author’s response to the counterclaim that volunteering adds unnecessary stress to life? Use evidence from the text to support your response. Your response should be at least two complete paragraphs.
<p>Unit 7: English 9 Semesters A and B Tests Lesson 2: Your Choice</p>	<p>RI.9-10.10 RL.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. • Post or respond to posts on the discussion board. • Prepare for your state standardized test. • Go on to the next lesson.
<p>Unit 7: English 9 Semesters A and B Tests Lesson 3: English 9 Semester B Test, Parts 1 and 2</p>	<p>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 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.9-10.9 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</p>	<p>Demonstrate knowledge on concepts in this semester.</p> <p>Read the excerpt from <i>Julius Caesar</i> in which Antony delivers his funeral speech for Julius Caesar and respond to the following.</p> <ul style="list-style-type: none"> • How does Shakespeare use personification, metaphor, and symbolism to develop tone in the excerpt from <i>Julius Caesar</i>? Remember that tone can change throughout a text, depending on what the author is trying to convey. Use evidence from the text to support your determinations about how the figurative language in the text creates tone. Your response should be at least three complete paragraphs. <p>Read the passage, <i>Sidestepping Student Debt</i> and respond to the following.</p>

		<ul style="list-style-type: none">• What is the author's viewpoint in "Sidestepping Student Debt"? How does the author use rhetoric to advance a viewpoint? Use evidence from the text to demonstrate your understanding of the rhetorical devices the author uses and their effect. Your response should be at least two complete paragraphs.• Writers of persuasive texts use a number of techniques to advance their viewpoint and argument. What are some examples of the author's use of false statements and of fallacious reasoning in "Sidestepping Student Debt"? Use evidence from the text to support your response. Your response should be at least two complete paragraphs.
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