

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000- Washakie County School District No.1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	W01002G0.5048	Grade Level	10
Course Name	WOL-English IIB	# of Credits	0.5
SCED Code	01002G0.5048	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

LITERATURE: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

LANGUAGE SKILLS: Students continue to work on their oral and written expression skills, writing a variety of essays, including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies to help students strengthen their vocabularies.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how 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).
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.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is 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.
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.
W.9-10.1	Assessed first semester.
W.9-10.1.a	a. Assessed first semester.
W.9-10.1.b	b. Assessed first semester.
W.9-10.1.c	c. Assessed first semester.
W.9-10.1.d	d. Assessed first semester.
W.9-10.1.e	e. Assessed first semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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”).
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.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.)
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. Assessed first semester.
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. Assessed first semester.
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.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
LC Unit 1: Persuasive Speech LC Lesson 1: Semester 2 Introduction LC Lesson 2: Introduction to Persuasive Speech LC Lesson 3: Repurposing a Persuasive Essay into a Speech LC Lesson 4: Practicing a Persuasive Speech LC Lesson 5: Delivering and Listening to Persuasive Speeches LC Lesson 6: Your Choice Row Continues on Next Page . . .	SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	<ul style="list-style-type: none"> • Review the content and structure of the Literary Analysis and Composition course. • Recognize the differences between a persuasive speech and a persuasive essay. • Review the elements of a persuasive essay, including structure, thesis statement, rhetorical devices, and logical and emotional appeals. • Repurpose a persuasive essay into a persuasive speech. • Recognize level of language in a speech. • Analyze the rubric for a speech.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Develop a thesis. • Make an outline. • Identify and use tone, pace, and emphasis in speaking. • Practice delivering a persuasive speech, using tone, pace, and emphasis appropriately. • Practice delivering a persuasive speech of approximately two to three minutes. • Deliver a persuasive speech with an introduction that includes a thesis and captures the audience's attention. • Deliver a persuasive speech that includes points that support the thesis. • Deliver a persuasive speech that uses rhetorical devices such as parallel structure, refrain, imagery, figurative language, repetition, quotation, or first-person-plural mode of address. • Deliver a persuasive speech that ends with a conclusion that restates the main points and stirs the audience's emotions, when appropriate. • Deliver a persuasive speech, using tone, pace, and emphasis appropriately. • Deliver a persuasive speech of approximately two to three minutes. • Appraise ideas and conclusions that others present during a discussion and respond to them by clarifying, verifying, or challenging. • Assess diverse perspectives and respond to them thoughtfully during discussions. • Determine a speaker's point of view or purpose. • Evaluate a speaker's reasoning. • Assess a speaker's use of evidence and rhetoric. • Identify fallacious reasoning or weak or distorted evidence used by a speaker. • Use strategies such as questioning to actively incorporate others into a discussion. • Ask and answer questions that relate the topic of a discussion to broader themes or larger ideas. • Evaluate the evidence and reasoning presented during discussions and use it to make new connections among ideas. • Explain and, if necessary, defend views or ideas during a discussion. • Identify points of agreement and disagreement in a discussion.
<p>GM Unit 1: Verb Forms and Usage GM Lesson 1: Formation of Verb Tenses GM Lesson 2: Your Choice GM Lesson 3: Uses and Verb Tense GM Lesson 4: Progressive Forms GM Lesson 5: Tense Shifts GM Lesson 6: Active and Passive Voice GM Lesson 7: Active or Passive? GM Lesson 8: Your Choice GM Lesson 9: Mood GM Lesson 10: Subjunctive Mood GM Lesson 11: Unit 1 Review GM Lesson 12: Unit Test</p>	<p>L.9-10.4.b</p>	<ul style="list-style-type: none"> • Identify the principal parts of regular and irregular verbs. • Identify verb tense. • Use the correct form of a verb to complete a sentence. • Identify progressive verb forms. • Use the correct progressive form to complete a sentence. • Recognize and correct inappropriate tense shifts in sentences. • Distinguish between active voice and passive voice verbs in sentences. • Recognize appropriate use of active voice and passive voice. • Identify the mood of a verb in a sentence. • Use subjunctive mood correctly.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
VC Unit 1: Crime and Wrongdoing VC Lesson 1: Crime and Wrongdoing: Session 1 VC Lesson 2: Crime and Wrongdoing: Session 2 VC Lesson 3: Crime and Wrongdoing: Session 3 VC Lesson 4: Crime and Wrongdoing: Session 4 VC Lesson 5: Your Choice VC Lesson 6: Unit Test	L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. Analyze nuances in the meaning of words with similar denotations. Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. Define and use new vocabulary words.
VC Unit 2: Exerting and Yielding Power VC Lesson 1: Exerting and Yielding Power Session 1 VC Lesson 2: Exerting and Yielding Power Session 2 VC Lesson 3: Exerting and Yielding Power Session 3 Exerting and Yielding Power Session 4 VC Lesson 5: Your Choice VC Lesson 6: Unit Test	L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. Analyze nuances in the meaning of words with similar denotations. Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. Define and use new vocabulary words.
LC Unit 2: Building Critical Reading Skills 4 Lesson 1: Critical Reading Skills Practice 4	RL.9-10.4 RL.9-10.5	<ul style="list-style-type: none"> Identify question types on standardized tests. Use test-taking strategies to answer test questions correctly. Use critical reading skills to accurately analyze a passage. Recognize and use test-taking strategies and skills. Practice answering reading comprehension questions.
LC Unit 3: Choice Novel 2 LC Lesson 1: Sense and Sensibility: Session 1 LC Lesson 1: Cry, the Beloved Country: Session 1 LC Lesson 1: Night: Session 1 LC Lesson 1: Frankenstein: Session 1 LC Lesson 1: The Way to Rainy Mountain: Session 1 LC Lesson 1: The Scarlet Pimpernel: Session 1 LC Lesson 2: Sense and Sensibility: Session 2 LC Lesson 2: Cry, the Beloved Country: Session 2 LC Lesson 2: Night: Session 2 LC Lesson 2: Frankenstein: Session 2 LC Lesson 2: The Way to Rainy Mountain: Session 2 LC Lesson 2: The Scarlet Pimpernel: Session 2 LC Lesson 3: Sense and Sensibility: Session 3 LC Lesson 3: Cry, the Beloved Country: Session 3 LC Lesson 3: Night: Session 3 LC Lesson 3: Frankenstein: Session 3 LC Lesson 3: The Way to Rainy Mountain: Session 3 LC Lesson 3: The Scarlet Pimpernel: Session 3 LC Lesson 4: Sense and Sensibility: Session 4 LC Lesson 4: Cry, the Beloved Country: Session 4 LC Lesson 4: Night: Session 4 LC Lesson 4: Frankenstein: Session 4 LC Lesson 4: The Way to Rainy Mountain: Session 4 LC Lesson 4: The Scarlet Pimpernel: Session 4 <u>Row Continues on Next Page . . .</u>	RL.9-10.1 RL.9-10.3 RL.9-10.5 RL.9-10.6 SL.9-10.1.a SL.9-10.1.b SL.9-10.1.c SL.9-10.1.d L.9-10.5.a	<ul style="list-style-type: none"> Analyze the relationship between a literary work and its historical period and cultural influences. Recognize the impact of setting on literature. Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature. Identify author's purpose, style, tone, and intended audience. Identify and understand universal themes. Recognize literary devices, such as foreshadowing, flashbacks, suspense, irony, metaphor, simile, symbolism, and other figures of speech. Develop interpretations of literary works. Analyze the relationship between character actions/interactions and plot. Identify character traits and motivations. Describe and analyze characters based on speech, actions, or interactions with others. Identify elements of plot and analyze plot development. Compare and contrast characters based on their actions, traits, and motives.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
LC Lesson 5: Sense and Sensibility: Session 5 LC Lesson 5: Cry, the Beloved Country: Session 5 LC Lesson 5: Night: Session 5 LC Lesson 5: Frankenstein: Session 5 LC Lesson 5: The Way to Rainy Mountain: Session 5 LC Lesson 5: The Scarlet Pimpernel: Session 5 LC Lesson 6: Sense and Sensibility: Session 6 LC Lesson 6: Cry, the Beloved Country: Session 6 LC Lesson 6: Night: Session 6 LC Lesson 6: Frankenstein: Session 6 LC Lesson 6: The Way to Rainy Mountain: Session 6 LC Lesson 6: The Scarlet Pimpernel: Session 6 LC Lesson 7: Sense and Sensibility: Session 7 LC Lesson 7: Cry, the Beloved Country: Session 7 LC Lesson 7: Night: Session 7 LC Lesson 7: Frankenstein: Session 7 LC Lesson 7: The Way to Rainy Mountain: Session 7 LC Lesson 7: The Scarlet Pimpernel: Session 7 LC Lesson 8: Your Choice LC Lesson 9: Sense and Sensibility: Session 9 LC Lesson 9: Cry, the Beloved Country: Session 9 LC Lesson 9: Night: Session 9 LC Lesson 9: Frankenstein: Session 9 LC Lesson 9: The Way to Rainy Mountain: Session 9 LC Lesson 9: The Scarlet Pimpernel: Session 9 LC Unit 3: Choice Novel 2 LC Lesson 10: Sense and Sensibility: Unit 3 Test LC Lesson 10: Cry, the Beloved Country: Unit 3 Test LC Lesson 10: Night: Unit 3 Test LC Lesson 10: Frankenstein: Unit 3 Test LC Lesson 10: The Way to Rainy Mountain: Unit 3 Test LC Lesson 10: The Scarlet Pimpernel: Unit 3 Test		
GM Unit 2: Pronouns and Pronoun Usage GM Lesson 1: Nominative Case GM Lesson 2: Your Choice GM Lesson 3: Objective Case GM Lesson 4: Possessive Case GM Lesson 5: <i>Who</i> or <i>Whom</i> ? GM Lesson 6: Pronoun-Antecedent Agreement GM Lesson 7: Indefinite Pronouns as Antecedents GM Lesson 8: Antecedent Problems GM Lesson 9: Unit Review GM Lesson 10: Unit Test	L.9-10.1.b	<ul style="list-style-type: none"> • Recognize that pronouns have three cases. • Identify and use nominative case pronouns. • Identify and use objective case pronouns. • Identify and use possessive case pronouns. • Distinguish between who and whom in sentences. • Identify the antecedent of a pronoun. • Use the pronoun that agrees with its antecedent. • Recognize problems with antecedents. • Revise sentences to clarify antecedents or to add antecedents.
VC Unit 3: Openness and Concealment VC Lesson 1: Openness and Concealment: Session 1 VC Lesson 2: Openness and Concealment: Session 2 VC Lesson 3: Openness and Concealment: Session 3 VC Lesson 4: Openness and Concealment: Session 4 VC Lesson 5: Your Choice VC Lesson 6: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>LC Unit 4: Research Paper LC Lesson 1: Analyzing a Model Research Paper LC Lesson 2: Focusing on a Topic LC Lesson 3: Finding Information Sources LC Lesson 4: Taking Notes 1 LC Lesson 5: Taking Notes 2 LC Lesson 6: Taking Notes 3 LC Lesson 7: Organizing and Outlining a Research Paper LC Lesson 8: Citing Sources LC Lesson 9: Writing a Research Paper 1 LC Lesson 10: Writing a Research Paper 2 LC Lesson 11: Writing a Research Paper 3 LC Lesson 12: Your Choice (Mentor Assignment) LC Lesson 13: Revising a Research Paper 1 LC Lesson 14: Revising a Research Paper 2 LC Lesson 15: Proofreading and Publishing a Research Paper</p>	<p>RI.9-10.4 W.9-10.2.a W.9-10.2.b W.9-10.2.c W.9-10.2.d W.9-10.2.e W.9-10.2.f W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.2 L.9-10.2.c L.9-10.3.a</p>	<ul style="list-style-type: none"> • Respond to a research paper from the perspective of a reader. • Analyze a research writer's craft. • Infer figurative, connotative, and technical meanings of words and phrases as they are used in an informational text. • Identify the need for formatting, graphics, and multimedia to aid in comprehension when writing an informative or explanatory text. • Determine possible topics for a research paper. • Choose a topic for a research paper. • Narrow a topic for a research paper. • Survey available resources for a research paper. • Use the library and the Internet for research. • Understand the use of source cards to record information. • Find, record, and evaluate sources of information. • Continue taking notes for a research paper. • Review the concepts of note taking, source recording, and source reliability. • Write a thesis statement. • Determine a pattern of organization. • Organize note cards. • Make a formal outline. • Recognize citation form for in-text and bibliographic citations. • Practice correct citation form. • Continue drafting a research paper. • Review fundamentals of organization and content. • Use evidence gained from research to support the thesis. • Use an appropriate tone, language, and style for the purpose and audience. • Use an appropriate structure and pattern of organization to develop the research paper. • Include citations within the body of the research paper and bibliographic citations on a Works Cited page. • Write a research paper with a strong thesis statement. • Review principles of revision. • Revise a research paper. • Review skills of revising for structure, organization, unity, and coherence.
<p>LC Unit 5: Macbeth LC Lesson 1: William Shakespeare and the Scottish Play LC Lesson 2: Act I LC Lesson 3: Reading Day LC Lesson 4: Act II LC Lesson 5: Your Choice LC Lesson 6: Act III LC Lesson 7: Act IV LC Lesson 8: Act V LC Lesson 9: Unit 5 Test</p> <p><u>Row Continues on Next Page . . .</u></p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.9 RL.9-10.10 W.9-10.9.a SL.9-10.1.a SL.9-10.1.b SL.9-10.1.c SL.9-10.1.d</p>	<ul style="list-style-type: none"> • Recognize the characteristics of various forms of literature. • Analyze the relationship between a literary work and its historical period and cultural influences. • Recognize the purposes and characteristics of different forms of dramatic literature (comedy, tragedy, drama, melodrama, etc.). • Conduct a short research project to answer a question or solve a problem. • Identify allusions to other texts in a literary work. • Explain how an author draws upon and transforms source material in a specific work. • Analyze the relationship between character actions/interactions and plot. • Interpret oral readings from literary and informational texts. • Identify character traits and motivations. • Identify and understand universal themes. • Identify conflict and resolution.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Compare and contrast characters on the basis of their actions, traits, and motives. • Describe and analyze characters on the basis of their speech, actions, or interactions with others. • Explain the use of asides, soliloquies, and monologues in drama. • Identify the characteristics of a tragic hero. • Read and analyze literary selections. • Explain the use of asides, soliloquies, and monologues in drama. • Identify the characteristics of a tragic hero. • Recognize the purposes and characteristics of different forms of dramatic literature (comedy, tragedy, drama, melodrama, etc.).
<p>VC Unit 4: Words from French VC Lesson 1: Words from French Session 1 VC Lesson 2: Words from French Session 2 VC Lesson 3: Words from French Session 3 VC Lesson 4: Words from French Session 4 VC Lesson 5: Unit Test</p>	<p>L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6</p>	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.
<p>LC Unit 6: Social Commentary LC Lesson 1: "Theme for English B" LC Lesson 2: Reading Day LC Lesson 3: "Harrison Bergeron" LC Lesson 4: Your Choice LC Lesson 5: "Letter from a Birmingham Jail" LC Lesson 6: "Ballad of Birmingham" LC Lesson 7: Unit Test</p> <p><u>Row Continues on Next Page . . .</u></p>	<p>RL.9-10.1 RL.9-10.4 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.10 W.9-10.9.b SL.9-10.1.a SL.9-10.1.b SL.9-10.1.c SL.9-10.1.d</p>	<ul style="list-style-type: none"> • Learn about the poet Langston Hughes. • Review what social commentary is. • Read and analyze Hughes's poem "Theme for English B." • Identify an author's purpose, style, tone, and intended audience. • Recognize the impact of setting on literature. • Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature. • Recognize the impact of word choice, style, and figurative language on tone, mood, and theme. • Identify the main idea in a literary work. • Analyze and evaluate an author's use of persuasive techniques. • Analyze the structure of nonfiction works. • Infer figurative, connotative, and technical meanings of words and phrases as they are used in an informational text. • Determine the meaning of words and phrases as they are used in a literary text. • Infer figurative and connotative meanings of words and phrases as they are used in a literary text. • Appraise the impact of word choice on the tone/meaning of a literary text. • Identify fallacious reasoning or weak or distorted evidence. • Recognize literary devices such as foreshadowing; flashbacks; suspense; irony; symbolism; and metaphor, simile, and other figures of speech. • Compare and contrast themes in different works and across different genres. • Analyze imagery, personification, irony, hyperbole, paradox, and figures of speech in poetry and fiction.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
VC Unit 5: Sleepiness and Laziness VC Lesson 1: Sleepiness and Laziness Session 1 VC Lesson 2: Sleepiness and Laziness Session 2 VC Lesson 3: Sleepiness and Laziness: Session 3 VC Lesson 4: Sleepiness and Laziness: Session 4 VC Lesson 5: Your Choice VC Lesson 6: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. Analyze nuances in the meaning of words with similar denotations. Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. Define and use new vocabulary words.
LC Unit 7 : Narrative Prompt Day LC Lesson 1: Responding to a Narrative Prompt	W.9-10.3.a W.9-10.3.b W.9-10.3.c W.9-10.3.d W.9-10.3.e W.9-10.4 W.9-10.5 W.9-10.6	<ul style="list-style-type: none"> Write a narrative essay, under timed conditions, in response to a prompt.
LC Unit 8: Words About War LC Lesson 1: Introductions to War Poetry and Recitations LC Lesson 2: Civil War Poems, Session 1 LC Lesson 3: Civil War Poems, Session 2 LC Lesson 4: "The Soldier" and "In Flanders Fields" LC Lesson 5: "Dulce et Decorum Est" LC Lesson 6: Your Choice LC Lesson 7: Lamentations LC Lesson 8: Unit 10 Test: Part 1 LC Lesson 8: Unit 10 Test: Part 2	RL.9-10.5 RL.9-10.7	<ul style="list-style-type: none"> Analyze the relationship between a literary work and its historical period and cultural influences. Compare and contrast works from different historical periods and cultures. Interpret oral readings from literary and informational texts. Recite poetry using effective delivery skills, such as tone, eye contact, rate, volume, pitch, gesture, pronunciation, and enunciation. Recognize literary devices such as foreshadowing; flashbacks; suspense; irony; symbolism; and metaphor, simile, and other figures of speech. Identify an author's purpose, style, tone, and intended audience. Identify theme. Explain how point of view affects tone, characterization, and plot. Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature. Recognize the impact of word choice, style, and figurative language on tone, mood, and theme. Compare and contrast themes in different works and across different genres. Analyze imagery, personification, irony, hyperbole, paradox, and figures of speech in poetry and fiction. Examine the use of sound devices to create rhythm, appeal to the senses, or establish mood in literature. Recognize and examine a writer's use of poetic conventions and structures, such as line, stanza, rhythm, rhyme, meter, and sound devices.
VC Unit 6: Liking and Disliking VC Lesson 1: Liking and Disliking Session 1 VC Lesson 2: Liking and Disliking Session 2 VC Lesson 3: Liking and Disliking Session 3 VC Lesson 4: Liking and Disliking Session 4 VC Lesson 5: Unit Test Row Continues on Next Page . . .	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. Analyze nuances in the meaning of words with similar denotations.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. Define and use new vocabulary words.
GM Unit 6: Punctuation GM Lesson 1: Commas with Adjectives GM Lesson 2: Your Choice GM Lesson 3: Commas with Introductory Elements GM Lesson 4: Italics with Titles GM Lesson 5: Other Uses of Italics GM Lesson 6: Quotation Marks with Titles GM Lesson 7: Capital Letters with Direct Quotations GM Lesson 8: Commas with Direct Quotations GM Lesson 9: End Marks with Direct Quotations GM Lesson 10: Quotations Within a Quotation GM Lesson 11: Unit Review GM Lesson 12: Your Choice GM Lesson 13: Unit Test	L.9-10.2.b	<ul style="list-style-type: none"> Use commas to separate two or more adjectives before a noun. Use commas with some introductory elements. Italicize titles correctly. Italicize letters, numbers, words used as words, and foreign words. Use commas to separate two or more adjectives before a noun. Use commas with some introductory elements. Italicize titles correctly. Italicize letters, numbers, words used as words, and foreign words. Use quotation marks with titles correctly. Capitalize direct quotations correctly. Punctuate direct quotations correctly. Use a colon before a list. Use a colon before a direct quotation. Use quotation marks within a quotation correctly.
LC Unit 9: Poetry Recitation 2 LC Lesson 1: Recitation	SL.9-10.6	<ul style="list-style-type: none"> Recite poetry using effective delivery skills, such as tone, eye contact, rate volume, pitch, gesture, pronunciation, and enunciation.
LC Unit 10: Building Critical Reading Skills 5 LC Lesson 1: Critical Reading Skills Practice 5	RL.9-10.4 RL.9-10.5	<ul style="list-style-type: none"> Identify question types on standardized tests. Use test-taking strategies to answer test questions correctly. Use critical reading skills to accurately analyze a passage.
LC Unit 11: Persuasive Prompt Day LC Lesson 1: Responding to a Persuasive Prompt	RI.9-10.5 W.9-10.1.a W.9-10.1.b W.9-10.1.c W.9-10.1.d W.9-10.1.e W.9-10.4 W.9-10.5 W.9-10.10 L.9-10.2.c	<ul style="list-style-type: none"> Write a persuasive essay, under timed conditions, in response to a prompt.
VC Unit 7: Strength and Defense VC Lesson 1: Strength and Defense Session 1 VC Lesson 2: Strength and Defense Session 2 VC Lesson 3: Strength and Defense Session 3 VC Lesson 4: Strength and Defense Session 4 VC Lesson 5: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. Analyze nuances in the meaning of words with similar denotations. Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. Define and use new vocabulary words.
LC Unit 13 : Literary Analysis 2 Semester Review and Test LC Lesson 1: Semester Review LC Lesson 2: Your Choice LC Lesson 3: Semester Test	RL.9-10.10	<ul style="list-style-type: none"> Demonstrate mastery of the objectives covered in this semester's units.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>GM Unit 8: GUM Semester 2 Review and Test GM Lesson 1: Your Choice GM Lesson 2: GUM Semester 2 Review GM Lesson 3: Your Choice GM Lesson 4: GUM Semester Test</p> <p><u>Row Continues on Next Page . . .</u></p>	<p>L.9-10.1.a L.9-10.1.b</p>	<ul style="list-style-type: none"> • Identify participial phrases in sentences. • Identify gerunds in sentences. • Identify gerund phrases in sentences. • Identify the principal parts of regular and irregular verbs. • Identify verb tense. • Identify progressive verb forms. • Distinguish between active voice and passive voice verbs in sentences. • Use the correct form of a verb to complete a sentence. • Capitalize direct quotations correctly. • Identify infinitives in sentences. • Identify infinitive phrases in sentences. • Use the correct progressive form to complete a sentence. • Recognize and correct inappropriate tense shifts in sentences. • Recognize appropriate use of active voice and passive voice. • Identify the mood of a verb in a sentence. • Use the subjunctive mood correctly. • Recognize that pronouns have three cases. • Identify and use nominative case pronouns. • Identify and use objective case pronouns. • Identify and use possessive case pronouns. • Distinguish between who and whom in sentences. • Identify the antecedent of a pronoun. • Use the pronoun that agrees with its antecedent. • Recognize problems with antecedents. • Revise sentences to clarify antecedents or to add antecedents. • Identify participles and the words they modify in sentences. • Use commas correctly with participial phrases. • Identify participial phrases and the words they modify in sentences. • Recognize the function of gerunds and gerund phrases in sentences. • Distinguish among participles, gerunds, and verbs. • Recognize the function of infinitive phrases in sentences. • Recognize misplaced, dangling, or unclear modifiers in sentences. • Revise sentences to correct misplaced, dangling, or unclear modifiers in sentences. • Identify parallel structure in sentences. • Identify faulty parallel structure in sentences. • Revise sentences to correct faulty parallelism. • Distinguish between standard and nonstandard English. • Distinguish between logical and illogical comparisons. • Use other and else in comparisons. • Recognize and use idioms correctly. • Recognize and use exact words in sentences. • Use commas to separate two or more adjectives before a noun. • Use commas with some introductory elements. • Italicize titles correctly. • Italicize letters, numbers, words used as words, and foreign words. • Use quotation marks with titles correctly.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Punctuate direct quotations correctly. • Use quotation marks within a quotation correctly. • Use an apostrophe to show possession. • Use an apostrophe to express times or amounts. • Use a semicolon between clauses of a compound sentence when there are internal commas. • Use a semicolon between items in a series when the items contain commas. • Use a colon before a list. • Use a colon between clauses. • Use a hyphen in numbers. • Use a hyphen with some compound words. • Use a dash to set off a change in thought. • Use parentheses to enclose information that is not essential. • Review the skills and concepts taught in the second semester.
VC Unit 17: Vocabulary Semester 2 Review and Test VC Lesson 1: Semester 2 Review VC Lesson 2: Your Choice VC Lesson 3: Semester Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Demonstrate mastery of the objectives in this unit.
LC Unit 14: Building Critical Reading Skills 6 Lesson 1: Critical Reading Skills Practice 6	RL.9-10.4 RL.9-10.5	<ul style="list-style-type: none"> • Identify question types on standardized tests. • Use test-taking strategies to answer test questions correctly. • Use critical reading skills to accurately analyze a passage.
VC Unit 8: The Root -ject (Optional) VC Lesson 1: The Root -ject Session 1 VC Lesson 2: The Root -ject Session 2 VC Lesson 3: The Root -ject Session 3 VC Lesson 4: The Root -ject Session 4 VC Lesson 5: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.
VC Unit 9: The Root -cred- (Optional) VC Lesson 1: The Root -cred- Session 1 VC Lesson 2: The Root -cred- Session 2 VC Lesson 3: The Root -cred- Session 3 VC Lesson 4: The Root -cred- Session 4 VC Lesson 5: Unit Test VC Lesson 6: Your Choice	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.
VC Unit 10: The Root -vert – Optional (Optional) VC Lesson 1: The Root -vert: Session 1 VC Lesson 2: The Root-vert Session 2 VC Lesson 3: The Root -vert- Session 3 VC Lesson 4: The Root -vert- Session 4 VC Lesson 5: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
VC Unit 11: The Roots -cede- and -grad- (Optional) VC Lesson 1: The Root -cede- and -grad- Session 1 VC Lesson 2: The Roots -cede- and -grad- Session 2 VC Lesson 3: Your Choice VC Lesson 4: The Roots -cede- and -grad- Session 4 VC Lesson 5: The Roots -cede- and -grad- Session 5 VC Lesson 6: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.
VC Unit 12: The Root -cur (Optional) VC Lesson 1: The Root -cur Session 1 VC Lesson 2: The Root -cur Session 2 VC Lesson 3: The Root -cur Session 3 VC Lesson 4: The Root -cur Session 4 VC Lesson 5: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.
VC Unit 13: The Roots -sent- and -path- (Optional) VC Lesson 1: The Roots -sent- and -path- Session 1 VC Lesson 2: Your Choice VC Lesson 3: The Roots -sent- and -path- Session 3 VC Lesson 4: The Roots -sent- and -path- Session 4 VC Lesson 5: The Roots -sent- and -path- Session 5 VC Lesson 6: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.
VC Unit 14: Time (Optional) VC Lesson 1: Time Session 1 VC Lesson 2: Time Session 2 VC Lesson 3: Time Session 3 VC Lesson 4: Time Session 4 VC Lesson 5: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.
VC Unit 15: Levels of Activity and Excitement (Optional) VC Lesson 1: Levels of Activity Session 1 VC Lesson 2: Levels of Activity Session 2 VC Lesson 3: Levels of Activity Session 3 VC Lesson 4: Levels of Activity Session 4 VC Lesson 5: Your Choice VC Lesson 6: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology • Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. • Define and use new vocabulary words.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
VC Unit 16: Density, Weight, and Texture (Optional) VC Lesson 1: Density, Weight, and Texture Session 1 VC Lesson 2: Density, Weight, and Texture Session 2 VC Lesson 3: Density, Weight, and Texture Session 3 VC Lesson 4: Density, Weight, and Texture Session 4 VC Lesson 5: Unit Test	L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology Verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. Analyze nuances in the meaning of words with similar denotations. Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. Define and use new vocabulary words.
GM Unit 3: Verbals and Verbal Phrases (Optional) GM Lesson 1: Participles GM Lesson 2: Participial Phrases GM Lesson 3: Your Choice GM Lesson 4: Participial Phrases as Modifiers GM Lesson 5: Gerunds GM Lesson 6: Gerund Phrases GM Lesson 7: Use of Gerund Phrases GM Lesson 8: Participle, Gerund, or Verb? Lesson 9: Infinitives GM Lesson 10: Infinitive Phrases GM Lesson 11: Use of Infinitive Phrases GM Lesson 12: Unit 3 Review GM Lesson 13: Unit Test	L.9-10.1.b	<ul style="list-style-type: none"> Identify participles and the words they modify in sentences. Identify participial phrases in sentences. Use commas correctly with participial phrases. Identify gerunds in sentences. Identify gerund phrases in sentences. Recognize the function of gerunds and gerund phrases in sentences. Identify participial phrases and the words they modify in sentences. Distinguish among participles, gerunds, and verbs. Identify infinitives in sentences. Identify infinitive phrases in sentences.
GM Unit 4: Refining Sentences (Optional) GM Lesson 1: Misplaced Modifiers GM Lesson 2: Dangling Modifiers GM Lesson 3: Unclear Modifiers GM Lesson 4: Using Coordination for Parallelism GM Lesson 5: Using Comparison for Parallelism GM Lesson 6: Using Correlative Conjunctions for Parallelism GM Lesson 7: Unit 4 Review GM Lesson 8: Unit 4 Test	L.9-10.1.a L.9-10.1.b	<ul style="list-style-type: none"> Recognize misplaced, dangling, or unclear modifiers in sentences. Revise sentences to correct misplaced, dangling, or unclear modifiers in sentences. Identify parallel structure in sentences. Identify faulty parallel structure in sentences. Revise sentences to correct faulty parallelism. Identify parallel structure that uses coordination in sentences. Identify parallel structure that uses correlative conjunctions in sentences.
GM Unit 5: Usage Issues (Optional) GM Lesson 1: Standard vs. Nonstandard English GM Lesson 2: Illogical Comparisons GM Lesson 3: Using Other and Else GM Lesson 4: Your Choice GM Lesson 5: Idioms GM Lesson 6: More Idioms GM Lesson 7: About Diction GM Lesson 8: More About Diction GM Lesson 9: Unit 5 Review GM Lesson 10: Unit 5 Test	L.9-10.4.b	<ul style="list-style-type: none"> Distinguish between standard and nonstandard English. Distinguish between logical and illogical comparisons. Use other and else in comparisons. Recognize and use idioms correctly. Recognize and use exact and appropriate words in sentences.
GM Unit 7: Other Punctuation (Optional) GM Lesson 1: Apostrophes: Singular Possessive Forms GM Lesson 2: Apostrophes: Plural Possessive Forms GM Lesson 3: Other Uses of the Apostrophe GM Lesson 4: Semicolons with Internal Commas and Items in a Series GM Lesson 5: Colons Before a List <u>Row Continues on Next Page . . .</u>	L.9-10.2.b	<ul style="list-style-type: none"> Use an apostrophe to show possession. Use an apostrophe to express times or amounts. Use a semicolon between clauses of a compound sentence when there are internal commas. Use a semicolon between items in a series when the items contain commas. Use a colon before a list. Use a colon between clauses. Use a hyphen in numbers.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
GM Lesson 6: Colons Between Clauses GM Lesson 7: Hyphens GM Lesson 8: Dashes GM Lesson 9: Parentheses GM Lesson 10: Unit Review GM Lesson 11: Unit Test		<ul style="list-style-type: none"> • Use a hyphen with some compound words. • Use a dash to set off a change in thought. • Use parentheses to enclose information that is not essential.
LC Unit 12 : Practical Writing (Optional) LC Lesson 1: Analyzing Examples of Practical Writing LC Lesson 2: Planning a Cover Letter and Application LC Lesson 3: Using Appropriate Language in Business Correspondence LC Lesson 4: Writing a Cover Letter and Completing an Application LC Lesson 5: Hints for Revising and Mentor Assignment LC Lesson 6: Revising a Cover Letter and Application LC Lesson 7: Proofreading and Publishing a Cover Letter and Application	W.9-10.4 W.9-10.5 W.9-10.10	<ul style="list-style-type: none"> • Recognize the purposes of a cover letter and an application. • Analyze models of a cover letter and an application. • Gather information for an employment application. • Plan an employment application. • Make an informal outline for a cover letter. • Plan a cover letter. • Use the conventions of a business letter. • Use voice, language, and tone in the cover letter that are appropriate for the purpose and audience. • Write a cover letter to apply for summer employment. • Write a cover letter that includes a statement of purpose in the first paragraph. • Write a cover letter with body paragraphs that explain relevant qualifications. • Write a cover letter with a conclusion that includes the next step. • Use voice, language, and tone in the cover letter, appropriate for the purpose and audience. • Use the conventions of a business letter. • Complete an employment application form using accurate, full information. • Use voice, language, and tone in the cover letter that are appropriate for the purpose and audience. • Write a cover letter with body paragraphs that explain your qualifications. • Identify possible revisions to the cover letter and application. • Review mentor comments using the Mentor Checklist for Revising a Cover Letter and Application. • Begin revising the cover letter and application. • Revise a cover letter and application.