

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	W01002H0.5038	Grade Level	10
Course Name	WOL-Honors English IIA	# of Credits	0.5
SCED Code	01002H0.5038	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of both classic and modern nonfiction. Authors include W.B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from the perspectives of readers and writers, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

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	Assessed second semester.
RL.9-10.8	(Not applicable to literature)
RL.9-10.9	Assessed second semester.
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	Assessed second semester.
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	Assessed second semester.
RI.9-10.8	Assessed second semester.
RI.9-10.9	Assessed second semester.
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	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.9-10.2	Assessed second semester.
W.9-10.2.a	Assessed second semester.
W.9-10.2.b	Assessed second semester.
W.9-10.2.c	Assessed second semester.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
W.9-10.2.d	Assessed second semester.
W.9-10.2.e	Assessed second semester.
W.9-10.2.f	Assessed second semester.
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. Assessed second semester.
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.
SL.9-10.3	Assessed second semester.
SL.9-10.4	Assessed second semester.
SL.9-10.5	Assessed second semester.
SL.9-10.6	Assessed second semester.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.9-10.1.a	a. Assessed second semester.
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. Assessed second semester.
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. Assessed second semester.
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.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>LC Unit 1: How a Story Unfolds LC Lesson 1: Semester 1 Introduction LC Lesson 2: The Elements of a Story LC Lesson 3: "The Story of an Hour" LC Lesson 4: Reading Day LC Lesson 5: "After Twenty Years" LC Lesson 6: Your Choice LC Lesson 7: "An Occurrence at Owl Creek Bridge" LC Lesson 8: Unit Test</p>	<p>RL.9-10.1 RL.9-10.3 RL.9-10.5 RL.9-10.10 L.9-10.4.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"> Review the content and structure of the Literary Analysis and Composition course. Recognize literary devices such as foreshadowing; flashbacks; suspense; irony; symbolism; and metaphor, simile, and other figures of speech. Develop interpretations of literary works. Identify conflict and resolution. Recognize the impact of setting on literature. Analyze the relationship between character actions/interactions and plot. Identify elements of plot and analyze plot development. Recognize the characteristics of various forms of literature. Identify and understand universal themes. Recognize the impact of word choice, style, and figurative language on tone, mood, and theme. Read and analyze literary selections. Recognize the importance of setting in literature. Identify an author's purpose, style, tone, and intended audience. Prepare for discussions by reading and researching class materials beforehand and refer to evidence from texts and other research I have brought to the discussion. I can draw from and build on the ideas of others in a discussion. Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity. Respect and promote diverse perspectives in a discussion or collaborative activity. Summarize where others agree and disagree with my ideas and perspectives and propel conversations by posing and responding to questions that connect to broader ideas.
<p>GM Unit 1: Sentence Parts GM Lesson 1: Compound Subjects GM Lesson 2: Compound Verbs GM Lesson 3: Direct Objects GM Lesson 4: Indirect Objects GM Lesson 5: Your Choice GM Lesson 6: Objective Complements GM Lesson 7: Predicate Nominatives GM Lesson 8: Predicate Adjectives GM Lesson 9: Unit 1 Review GM Lesson 10: Unit Test GM Lesson 11: Your Choice</p>	<p>L.9-10.1.b</p>	<ul style="list-style-type: none"> Identify compound subjects. Identify subjects. Apply concepts about compound subjects. Identify compound verbs. Apply concepts about sentence parts. Identify verbs. Identify direct objects. Apply concepts about direct objects. Identify indirect objects. Identify objective complements. Apply concepts about objective complements. Identify predicate adjectives. Apply concepts about predicate adjectives. Identify predicate nominatives. Use various types of phrases and clauses to convey specific meaning and add variety and interest to my writing.
<p>VC Unit 1: Our Evolving Language VC Lesson 1: Our Evolving Language Session 1 VC Lesson 2: Our Evolving Language Session 2 VC Lesson 3: Your Choice VC Lesson 4: Our Evolving Language Session 3 VC Lesson 5: Our Evolving Language Session 4 VC Lesson 6: Unit Test</p>	<p>L.9-10.4.b</p>	<ul style="list-style-type: none"> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Define and use new vocabulary words.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
VC Unit 2: Certainty and Uncertainty VC Lesson 1: Certainty and Uncertainty Session 1 VC Lesson 2: Certainty and Uncertainty Session 2 VC Lesson 3: Certainty and Uncertainty Session 3 VC Lesson 4: Your Choice VC Lesson 3: Certainty and Uncertainty Session 4 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 2: Narrative Essay: I Believe LC Lesson 1: Analyzing a Model Narrative Essay LC Lesson 2: Planning a Narrative Essay LC Lesson 3: Reviewing Narrative Techniques LC Lesson 4: Writing a Narrative Essay LC Lesson 5: Your Choice LC Lesson 6: Reviewing Essay Skills and Mentor Day LC Lesson 7: Revising a Narrative Essay LC Lesson 8: Proofreading and Publishing a Narrative Essay <u>Row continues on next page . . .</u>	RL.9-10.5 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 W.9-10.10 L.9-10.2.c	<ul style="list-style-type: none"> • Analyze and identify how an author's choice of plot structure, order of events within a text, and manipulation of time creates an affect. • Engage and orient a reader by establishing a problem, situation, or observation and establish one or more points of view and introduce a narrator and/or other characters. • Employ narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques such as flashback, rising action, frame, and time shift to sequence events so that they build on one another to create a coherent whole and employ narrative techniques, provide well-chosen details, and structure event sequences effectively. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Understand my task, purpose, and audience when I write and match the development, organization, and style of my writing to my task, audience, and purpose • Understand writing as a process of planning, revising, editing, and rewriting and develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Use technology, including the internet, to produce, publish, and update individual or shared writing products, and • Collaborate with others using technology, including the internet when planning, revising, editing, and rewriting drafts of writing. • Design a work plan to appropriately match the task, purpose, and audience for a piece of writing. • Spell correctly. • Respond as a reader to a narrative essay. • Analyze the writer's craft. • Find a topic and main idea for a narrative essay about a belief. • Use prewriting techniques to develop details and meaning in a personal narrative. • Separate relevant from irrelevant details to create unity. • Use transitions to create coherence. • Organize a narrative essay about a belief.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> Review techniques for writing effective narrative essays: first-person point of view, active voice, showing language, concrete details, and sentence variety. Write a narrative essay. Focus on a personal belief and its significance. Organize the essay so that it has a clear beginning, middle, and end. Use transitions to move from one idea to the next. Use a voice appropriate for purpose and audience. Use sensory details and showing language. Use active voice, vivid verbs, and concrete nouns. Vary sentence structure, length, and beginnings. Recognize proper manuscript form. Recognize that Instant Messaging abbreviations are inappropriate for essay writing. Use the comments from the Mentor Checklist to begin revising a narrative essay. Revise a narrative essay. Recognize and use an appropriate level of language. Apply the conventions of grammar, usage, and mechanics.
<p>GM Unit 2: Phrases GM Lesson 1: Adjective Phrases GM Lesson 2: Adverb Phrases GM Lesson 3: Appositive Phrases GM Lesson 4: Misplaced Phrases GM Lesson 5: Unit Review GM Lesson 6: Unit Test</p>	<p>L.9-10.1.b RL.9-10.2 RL.9-10.4</p>	<ul style="list-style-type: none"> Identify adjective phrases. Identify the word or words the adjective phrase modifies. Review prepositional phrases. Distinguish between adjective and adverb phrases. Identify adverb phrases. Identify the word or words the adverb phrase modifies. Review adverbs. Identify participial phrases in sentences. Identify participles and the words they modify in sentences. Identify absolute phrases in sentences. Identify appositives and appositive phrases. Identify the word or words the appositive phrase explains. Recognize relative pronouns. Recognize how a relative pronoun functions in a sentence. Identify adverb clauses. Identify the word or words an adverb clause modifies. Identify noun clauses. Recognize phrases that are misplaced in a sentence. Determine how to revise a sentence to correct a misplaced phrase.
<p>LC Unit 3: Insights into Character LC Lesson 1: Characters LC Lesson 2: "Two Tramps in Mud Time" LC Lesson 3: Your Choice LC Lesson 4: "Star Food" LC Lesson 5: Reading Day LC Lesson 6: "Everything that Rises Must Converge" LC Lesson 7: Reading Day LC Lesson 8: "The Bet" LC Lesson 9: Unit Test</p> <p><u>Row continues on next page . . .</u></p>	<p>RL.9-10.5 RL.9-10.10</p>	<ul style="list-style-type: none"> Identify character traits and motivations. Describe and analyze characters based on speech, actions, or interactions with others. Analyze the relationship between character actions/interactions and plot. Analyze the relationship between a literary work and its historical period and cultural influences. 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. Explain how point of view affects tone, characterization, and plot.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature. Compare and contrast characters based on their actions, traits, and motives. Recognize literary devices, such as foreshadowing, flashbacks, suspense, irony, metaphor, simile, symbolism, and other figures of speech. Read and analyze literary selections.
LC Unit 4: Narrative Prompts LC Lesson 1: Introducing Narrative Prompts LC Lesson 2: Using a Rubric LC Lesson 3: 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 W.9-10.8 W.9-10.10	<ul style="list-style-type: none"> Recognize a narrative prompt. Vary sentence structure, length, and beginnings. Differentiate between language that shows and language that tells. Differentiate between active and passive voice. Determine how to respond to a prompt. Recognize the purpose of a rubric. Analyze the parts of a rubric. Use language that shows. Vary sentence structure, length, and beginnings. Write an essay, under timed conditions, in response to a narrative prompt. Use active voice.
VC Unit 3: Behavior VC Lesson 1: Behavior Session 1 VC Lesson 2: Behavior Session 2 VC Lesson 3: Behavior Session 3 VC Lesson 4: Your Choice VC Lesson 5: Behavior Session 4 VC Lesson 6: Unit Test VC Unit 7: Teaching and Explaining - Optional This unit is marked as optional and is included at the end of the course	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"> Define and use new vocabulary words. 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.
LC Unit 5: Building Critical Reading Skills 1 LC Lesson 1: Critical Reading Skills Practice 1	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 6: Choice Novel 1 LC Lesson 1: Sense and Sensibility Sessions 1-9 LC Lesson 1: Cry, the Beloved Country Sessions 1-9 LC Lesson 1: Night Sessions 1-9 LC Lesson 1: Frankenstein Sessions 1-9 LC Lesson 1: The Way to Rainy Mountain Sessions 1-9 LC Lesson 1: The Scarlet Pimpernel Sessions 1-9 LC Lesson 10: Sense and Sensibility: Unit Test LC Lesson 10: Cry, the Beloved Country: Unit Test LC Lesson 10: Night: Unit Test LC Lesson 10: Frankenstein: Unit Test LC Lesson 10: The Way to Rainy Mountain: Unit Test LC Lesson 10: The Scarlet Pimpernel: Unit Test	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. Recognize literary devices, such as foreshadowing, flashbacks, suspense, irony, metaphor, simile, symbolism, and other figures of speech. Identify author's purpose, style, tone, and intended audience. Explain the author's perspective or cultural experience reflected in a work of literature. Compare and contrast the author's perspective or cultural experience reflected in works of literature. Develop interpretations of literary works. Identify character traits and motivations. Describe and analyze characters based on speech, actions, or interactions with others. Analyze the relationship between character actions, interactions and plot. 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
VC Unit 4: Excess VC Lesson 1: Excess Session 1 VC Lesson 2: Excess Session 2 VC Lesson 3: Excess Session 3 VC Lesson 4: Excess 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"> Define and use new vocabulary words. 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.
GM Unit 3: Sentences and Sentence Errors GM Lesson 1: Natural and Inverted Order GM Lesson 2: Fragments GM Lesson 3: Run-Ons and Comma Faults GM Lesson 4: Independent and Dependent Clauses GM Lesson 5: Sentence Structure GM Lesson 6: Commas in Compound Sentences GM Lesson 7: Semicolons in Compound Sentences GM Lesson 8: Semicolons and Conjunctive Adverbs in Compound Sentences GM Lesson 9: Unit Review GM Lesson 10: Unit Test	L.9-10.1.b L.9-10.2.a	<ul style="list-style-type: none"> Identify sentences in natural and inverted order. Identify subjects and verbs in sentences. Change sentences in inverted order to natural order. Recognize sentence fragments. Recognize how to revise a sentence to correct sentence fragments. Recognize comma faults in sentences. Recognize how to revise sentences to correct run-ons and comma faults. Recognize run-ons and comma faults. Recognize independent and dependent clauses. Differentiate between independent and dependent clauses. Identify sentences as simple, compound, complex, or compound-complex in structure. Use commas in compound sentences. Use conjunctions in compound sentences. Use semicolons in compound sentences. Use semicolons and conjunctive adverbs in compound sentences. Recognize correct punctuation in compound sentences.
LC Unit 7: Parents and Children LC Lesson 1: Introduction LC Lesson 2: "I Stand Here Ironing" and "Daystar" LC Lesson 3: Reading Day LC Lesson 4: "My Father Sits in the Dark" and "My Father in the Navy" LC Lesson 5: "The Egg" LC Lesson 6: Reading Day LC Lesson 7: "Mother Tongue" LC Lesson 8: "Hunger for Memory" LC Lesson 9: Unit Test	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.6 RI.9-10.10 SL.9-10.1.a SL.9-10.1.b SL.9-10.1.c SL.9-10.1.d	<ul style="list-style-type: none"> Analyze the relationship between a literary work and its historical period and cultural influences. Compare and contrast characters based on their actions, traits, and motives. Learn about authors Jerome Weidman and Judith Ortiz Cofer. Explain how point of view affects tone, characterization, and plot. Read and analyze literary selections. Identify an author's purpose, style, tone, and intended audience.
LC Unit 8: Persuasive Essay LC Lesson 1: Analyzing a Model Persuasive Essay LC Lesson 2: Choosing a Topic and Gathering Information LC Lesson 3: Gathering More Information LC Lesson 4: Planning the Persuasive Essay LC Lesson 5: Recognizing Effective Persuasive Techniques LC Lessons 6-7: Writing the Persuasive Essay 1-2 LC Lesson 8: Your Choice (Mentor Assignment) LC Lessons 9-10: Revising the Persuasive Essay 1-2 LC Lesson 11: Proofreading and Publishing the Persuasive Essay <u>Row continues on next page . . .</u>	RI.9-10.5 SL.9-10.2 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"> Respond as a reader to a persuasive essay. Choose a topic for a persuasive essay. Investigate possible topics for a persuasive essay. Gather information about the topic. Support a position with evidence that includes facts, statistics, examples, anecdotes, and quotations as appropriate. Use citations for sources. Recognize how to conduct an interview. Write a thesis statement for a persuasive essay. Choose an appropriate pattern of organization. Create a paragraph outline for a persuasive essay. Use appropriate appeals to logic and to emotion. Use parallel structure for emphasis.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>LC Unit 14: Literary Analysis This unit corresponds to Honors Project 2 and is included at the end of the course</p>		<ul style="list-style-type: none"> • Write a persuasive essay with an introduction that includes a strong thesis statement. • Write a persuasive essay with a body that includes evidence consisting of facts, examples, and quotations as needed to support the thesis. • Write a persuasive essay with a conclusion that restates the thesis or makes a call to action. • Write a persuasive essay that includes recognition of opposing views and concedes a point. • Use an appropriate pattern of organization and transitions as needed. • Review and use the strategy of conceding a point. • Revise a persuasive essay. • Use complete sentences and correct capitalization, usage, punctuation, and spelling.
<p>VC Unit 5: Boldness and Mildness VC Lesson 1: Boldness and Mildness Session 1 VC Lesson 2: Boldness and Mildness Session 2 VC Lesson 3: Boldness and Mildness Session 3 VC Lesson 4: Boldness and Mildness 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"> • Define and use new vocabulary words. • 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.
<p>VC Unit 12: Similarities & Differences - Optional This unit is marked as optional and is included at the end of the course</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"> • Define and use new vocabulary words. • 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.
<p>VC Unit 13: Governing and Authority - Optional This unit is marked as optional and is included at the end of the course</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.
<p>LC Unit 9: Building Critical Reading Skills 2 LC Lesson 1: Critical Skills Reading Practice 2</p>	<p>RI.9-10.4</p>	<ul style="list-style-type: none"> • Determine the meanings of words and phrases as they are used in a text, distinguish between the figurative and connotative meanings of words as they are used in a text, and I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
LC Unit 10: Persuasive Prompt LC Lesson 1: Introducing Persuasive Prompts LC Lesson 2: 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"> Recognize a persuasive prompt. Determine how to respond to a persuasive prompt. Analyze a persuasive rubric. Apply the skills of the rubric to sample essays. Write an essay, under timed conditions, in response to a persuasive prompt. Develop the essay with an introduction, thesis statement, body, and conclusion. Use active voice, language that shows, and a variety of sentences.
LC Unit 11: Poetry Recitation LC Lesson 1: Recitation	SL.9-10.6	<ul style="list-style-type: none"> Adapt speech to a variety of contexts and tasks depending on my purpose and audience Recite poetry using effective delivery skills, such as tone, eye contact, rate, volume, pitch, gesture, pronunciation, and enunciation.
GM Unit 7: Subject-Verb Agreement GM Lesson 1: Singular and Plural Subjects GM Lesson 2: Subjects That Are Compound GM Lesson 3: Interrupting Words GM Lesson 4: Indefinite Pronouns GM Lesson 5: Your Choice GM Lesson 6: Inverted Word Order GM Lesson 7: Other Agreement Problems 1 GM Lesson 8: Other Agreement Problems 2 GM Lesson 9: Unit Review GM Lesson 10: Unit Test GM Lesson 11: Your Choice	L.9-10.1.b	<ul style="list-style-type: none"> Use verbs that agree in number with their subjects. Use helping verbs in verb phrases that agree in number with their subjects. Use verbs that agree in number with compound subjects. Use verbs that agree with their subjects, not with any intervening phrases or words. Use verbs that agree in number with their subjects. Use verbs that agree in number with indefinite pronoun subjects. Use verbs that agree in number with subjects in inverted-order sentences. Use verbs that agree in number with collective noun subjects. Use verbs that agree in number with titles. Use verbs that agree in number with subjects that express times and amounts. Use verbs that agree in number with the subject, not with the predicate nominative.
VC Unit 6: Easily Confused Words VC Lesson 1: Easily Confused Words Session 1 VC Lesson 2: Easily Confused Words Session 2 VC Lesson 3: Easily Confused Words Session 3 VC Lesson 4: Easily Confused Words Session 4 VC Lesson 5: Easily Confused Words 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"> Define and use new vocabulary words. 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.
LC Unit 12: Semester Review and Assessment LC Lesson 1: Semester Review LC Lesson 2: Reading Day LC Lesson 4: Your Choice LC Lesson 5: Semester Test <u>Row continues on next page . . .</u>	RL.9-10.10	<ul style="list-style-type: none"> Identify character traits and motivations. Demonstrate mastery of the objectives covered in this semester's units. Recognize the characteristics of various forms of literature. Analyze the relationship between a literary work and its historical period and cultural influences. Identify and understand universal themes. Identify an author's purpose, style, tone, and intended audience. Develop interpretations of literary works. Identify theme. Examine the influence of historical context and culture on the form, style, and point of view on a work of literature.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • 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. • Describe and analyze characters based on speech, actions, or interactions with others. • Analyze the relationship between character actions/interactions and plot. • Identify elements of plot and analyze plot development. • Compare and contrast characters based on their actions, traits, and motives. • Recognize the impact of word choice, style, and figurative language on tone, mood, and theme. • Explain the use of asides, soliloquies, and monologues in drama. • 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. • Recognize and examine a writer's use of poetic conventions and structures, such as line, stanza, rhythm, rhyme, meter, and sound devices. • Compare and contrast works from different historical periods and cultures. • Identify and understand the reasons for using various organizational patterns. • Analyze structure of nonfiction works. • Recognize literary devices such as foreshadowing; flashbacks; suspense; irony; symbolism; and simile, metaphor, and other figures of speech. • Recognize the purposes and characteristics of different forms of dramatic literature (comedy, tragedy, drama, melodrama, etc).
<p>GM Unit 8: Semester 1 Review and Assessment GM Lesson 1: Semester 1 Review GM Lesson 2: Reading Day GM Lesson 3: Your Choice GM Lesson 4: Your Choice GM Lesson 5: Semester Test</p> <p><u>Row continues on next page . . .</u></p>	<p>L.9-10.1.b</p>	<ul style="list-style-type: none"> • Use verbs that agree in number with their subjects. • Use verbs that agree in number with compound subjects. • Use verbs that agree in number with indefinite pronoun subjects. • Use helping verbs in verb phrases that agree in number with their subjects. • Identify compound verbs. • Identify direct objects. • Identify indirect objects. • Identify objective complements. • Identify predicate nominatives. • Identify predicate adjectives. • Identify adjective phrases. • Identify the word or words the adjective phrase modifies. • Identify adverb phrases. • Identify the word or words the adverb phrase modifies. • Identify appositives and appositive phrases. • Recognize phrases that are misplaced in a sentence. • Determine how to revise a sentence to correct a misplaced phrase. • Identify sentences in natural and inverted order. • Recognize run-ons and comma faults. • Recognize independent and dependent clauses. • Use semicolons in compound sentences.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Use semicolons and conjunctive adverbs in compound sentences. • Recognize correct punctuation in compound sentences. • Recognize relative pronouns. • Punctuate adverb clauses correctly. • Identify the word or words adjective clauses modify. • Identify the word or words adverb clauses modify. • Identify noun clauses. • Identify noun clauses used as subjects. • Identify noun clauses used as predicate nominatives. • Identify noun clauses used as objects of a preposition. • Identify elliptical clauses. • Use an appropriate connecting word to join two ideas of equal rank. • Recognize that subordination shows the relationship between ideas of unequal rank. • Use a subordinate conjunction that expresses the idea exactly between an adverb clause and a main clause. • Recognize sentences that have faulty coordination. • Revise sentences to combine common elements. • Recognize wordiness in sentences. • Revise sentences to correct wordiness. • Use verbs that agree with their subjects, not with any intervening phrases or words. • Use verbs that agree in number with subjects in inverted-order sentences. • Use verbs that agree in number with subjects that express times and amounts. • Use verbs that agree in number with titles. • Review skills and concepts taught in first semester: sentence parts, phrases, sentences and sentence errors, clauses, clear sentences, and subject-verb agreement. • Identify sentences as simple, compound, complex, and compound-complex. • Recognize the function of relative pronouns.
VC Unit 15: Semester 1 Review and Assessment VC Lesson 1: Semester 1 Review VC Lesson 2: Your Choice VC Lesson 3: Semester Test VC Lesson 4: Your Choice	L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Demonstrate mastery of the objectives in this semester. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge.
LC Unit 13: Love Poetry LC Lesson 1: "Love is Not All" LC Lesson 2: "She Walks in Beauty" LC Lesson 3: Reading Sonnets LC Lesson 4: Three Shakespearean Sonnets LC Lesson 5: Your Choice LC Lesson 6: "The River Merchant's Wife" LC Lesson 7: "Song of Solomon," Chapter 2 LC Lesson 8: Assessment <u>Row continues on next page . . .</u>	RL.9-10.2 RL.9-10.4	<ul style="list-style-type: none"> • Examine the influence of historical context and culture on the form, style, and point of view on a work of literature. • Identify author's purpose, style, tone, and intended audience. • Interpret oral readings from literary and informational texts. • Examine the use of sound devices to create rhythm, appeal to the senses, or establish mood in literature. • Identify and understand universal themes. • Recognize literary devices, such as foreshadowing, flashbacks, suspense, irony, metaphor, simile, symbolism, and other figures of speech. • Recognize the impact of word choice, style, and figurative language on tone, mood, and theme. • Identify and understand universal themes. • 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
		<ul style="list-style-type: none"> Recognize and examine a writer's use of poetic conventions and structures, such as line, stanza, rhythm, rhyme, meter, and sound devices. Recite poetry using effective delivery skills, such as tone, rate, volume, pitch, gesture, pronunciation and enunciation.
<p>LC Unit 14: Close Reading LC Lesson 1: Analyzing a Model Close Reading LC Lesson 2: Planning a Close Reading LC Lesson 3: Gathering Evidence for a Close Reading LC Lesson 4: Writing a Close Reading Essay 1 LC Lesson 5: Writing a Close Reading Essay 2 LC Lesson 6: Your Choice (Mentor Assignment) LC Lesson 7: Revising a Close Reading LC Lesson 8: Proofreading and Publishing a Close Reading</p>	<p>RL.9-10.4 W.9-10.7 W.9-10.9.a W.9-10.10</p>	<ul style="list-style-type: none"> Respond as a reader to a close reading. Analyze the writer's craft. Compose a thesis statement for a close reading. Write a sentence outline for a close reading Find evidence for a literary analysis in the poem. Make citations for a close reading. Use an appropriate pattern of organization and transitions as needed. Write a close reading that has five paragraphs, which include an introduction, a body, and a conclusion. Write a close reading that includes a thesis statement in the introduction. Write a close reading that includes evidence in the body paragraphs that support the thesis. Write a close reading that includes literary elements as evidence to support the thesis. Write a close reading that includes a satisfying conclusion. Use voice, language, word choice, and tone appropriate for the purpose and audience. Use a variety of sentence structures, sentence beginnings, and sentence lengths. Cite lines of poetry correctly. Write a close reading that analyzes a poem. Practice skills and reinforce concepts taught in this course. Revise a close reading of a poem. Use appropriate transitions to connect ideas. Identify and determine the meanings of words and phrases, figurative words and phrases, conative words and phrases, and identify words that impact meaning and tone, determine the meaning of words and phrases as they are used in a text, and analyze the cumulative impact of specific word choice on meaning and tone.
<p>VC Unit 7: Teaching and Explaining Lessons 1-4: Teaching and Explaining Sessions 1-4 Lesson 5: Unit Test</p> <p>VC Unit 8: Help and Improvement Lessons 1-4: Help and Improvement Sessions 1-4 Lesson 5: Unit Test</p> <p>VC Unit 9: Wealth and Poverty Lessons 1-4: Wealth and Poverty Sessions 1-4 Lesson 5: Unit Test</p> <p>VC Unit 10: Criticism Lessons 1-4: Criticism Sessions 1-4 Lesson 6: Unit Test</p> <p>VC Unit 11: Humor Lessons 1-5: Humor Sessions 1-5 Lesson 6: 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"> Define and use new vocabulary words. 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.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>VC Unit 2: Similarities and Differences Lessons 1-4: Similarities and Differences Sessions 1-4 Lesson 6: Unit Test</p> <p>VC Unit 13: Governing and Authority Lessons 1-4: Governing and Authority Sessions 1-4 Lesson 6: Unit Test</p> <p>VC Unit 14: Care and Precision Lessons 1-4: Care and Precision Sessions 1-4 Lesson 6: 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"> • Define and use new vocabulary words. • 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.
<p>GM Unit 4: Clauses 1 GM Lesson 1: Adjective Clauses GM Lesson 2: Your Choice GM Lesson 3: Relative Pronouns GM Lesson 4: Functions of Relative Pronouns GM Lesson 5: Commas with Adjective Clauses GM Lesson 6: Adverb Clauses GM Lesson 7: Subordinating Conjunctions GM Lesson 8: Commas with Adverb Clauses GM Unit 4: Unit Review and Test GM Lesson 9: Unit 4 Review GM Lesson 10: Unit Test</p>	<p>L.9-10.1.b</p>	<ul style="list-style-type: none"> • Identify adjective clauses. • Identify the word or words an adjective clause modifies. • Recognize relative pronouns. • Recognize how a relative pronoun functions in a sentence. • Punctuate adjective clauses correctly. • Identify adverb clauses. • Identify the word or words an adverb clause modifies. • Recognize subordinating conjunctions. • Use subordinating conjunctions. • Punctuate adverb clauses correctly.
<p>GM Unit 5: Clauses 2 GM Lesson 1: Noun Clauses GM Lesson 2: Noun Clauses: Nominative Case GM Lesson 3: Noun Clauses: Objective Case GM Lesson 4: Elliptical Clauses GM Lesson 5: Unit 5 Review GM Lesson 6: Unit Test</p>	<p>L.9-10.1.b</p>	<ul style="list-style-type: none"> • Identify noun clauses. • Identify noun clauses used as subjects. • Identify noun clauses used as predicate nominatives. • Identify noun clauses used as objects of a preposition. • Identify noun clauses used as direct object. • Identify elliptical clauses. • Complete elliptical clauses.
<p>GM Unit 6: Clear Sentences GM Lesson 1: Coordination GM Lesson 2: Connectives for Coordination GM Lesson 3: Subordination GM Lesson 4: Using Adverb Clauses GM Lesson 5: Your Choice GM Lesson 6: Using Adjective Clauses GM Lesson 7: Avoiding Faulty Coordination GM Lesson 8: Combining Sentences GM Lesson 9: Reducing Wordiness GM Lesson 10: Unit 6 Review GM Lesson 11: Unit Test</p>	<p>L.9-10.1.b</p>	<ul style="list-style-type: none"> • Recognize that coordination shows the relationship between ideas of equal rank. • Use an appropriate connecting word to join two ideas of equal rank. • Recognize that subordination shows the relationship between ideas of unequal rank. • Use a subordinate conjunction that expresses the idea exactly between an adverb clause and a main clause. • Use a relative pronoun that expresses the idea exactly between an adjective clause and a main clause. • Recognize sentences that have faulty coordination. • Revise sentences to correct faulty coordination. • Recognize sentences that can be combined. • Revise sentences to combine common elements. • Recognize wordiness in sentences. • Revise sentences to correct wordiness.