

Centerville Sr. High School Curriculum Mapping
English 10
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English 10 Overview

The Indiana Academic Standards specify the core, fundamental skills students should learn, master, and apply at grade level beginning in kindergarten and continuing through grade twelve. These academic standards serve as the basis to our curriculum in Centerville-Abington Community Schools but do not serve as curriculum alone. The Indiana Academic Standards are supported through grade-level, content-specific curriculum maps, and resources. These curriculum maps and resources are aligned to the Indiana Academic Standards and provide the tools which are necessary to meet the needs of all learners. As a result, the Centerville-Abington Community Schools' curriculum maps are examined regularly and undergo periodic revisions.

English 10 is an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10. In this course, students study language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of works with historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write responses to literature, personal narratives, expository and argumentative compositions, and research reports. Students deliver oral presentations and access, analyze, and evaluate online information.

Textbook: Open source and supplemental materials are used for this course.

<u>Semester 1 Unit 1 Theme</u>	<u>Duration of Unit</u>	<u>Essential Question(s)</u>
Perseverance - How knowledge changes our lives (Elements of Essays & Speeches)	17 Days (Block Scheduling) 34 Days (School Calendar)	What strategies can be used to persevere through challenges? How do these strategies support a growth mindset?
<u>End of Unit 1 Authentic Learning Task</u> Students will write a personal narrative to answer the following question— <i>What is a memory you recall in which you persevered to overcome a difficult challenge?</i> Standards: 9-10.W.3.3,9-10.W.4		

Indiana Academic Standards

9-10.RN.1,9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.W.1, 9-10.W.3.3, 9-10.W.4, 9-10.SL.1, 9-10.SL.2.1, 9-10.SL.2.2, 9-10.SL.2.3, 9-10.SL.2.4, 9-10.SL.2.5,9-10.RV.3.1, 9-10.RV.3.2, 9-10.RV.3.3,9-10.W.6.1, 9-10.W.6.2

Academic Vocabulary

Standards-Based Vocabulary:

analysis, analyze, cite, explicit, implicit, inference, interpretation, textual evidence, central idea, character, conflict, climax, dialogue, exposition, narrative, pacing, plot, point of view, resolution, sensory language, setting, draft, edit, publish, revise, writing process, clarity, concise, consensus, delivery style, analyze, evidence, examine, reflect, collegial, consensus, norms, justify, perspective, qualify, reasoning, summary, connotation diction euphemism figurative language, metaphor, simile, personification, oxymoron tone, connotation, diction figurative language tone, euphemism figure of speech, oxymoron

Advancing Vocabulary Skills:

Chapter 1 - detriment, dexterous, discretion, facetious, gregarious, optimum, ostentatious, scrupulous, sensory, vicarious

Chapter 2 - collaborate, despondent, instigate, resilient, retrospect, rudimentary, scoff, squelch, venerate, zealot

Chapter 3 - ambiguous, dissident, embellish, fritter, inadvertent, inane, juxtapose, lethargy, sporadic, subsidize

Chapter 4 - berate, estrange, euphoric, impetuous, infallible, maudlin, regress, relinquish, ubiquitous, zenith

Marzano Vocabulary:

allusion, paradox, theme, tone, mood, simile, metaphor, imagery,

Unit Key Concepts/Learning Targets

- I can identify details that are explicitly stated in the text.
- I can make inferences based on textual evidence.
- I can use strong and thorough textual evidence to support my inferences and interpretation.
- I can identify the central ideas in nonfiction texts.
- I can explain which details help to develop the central ideas of a nonfiction text.
- I can analyze how the central ideas of a nonfiction text interact and build on one another.
- I can analyze how the author structures events, ideas in a nonfiction text.
- I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text.
- I can explain how different elements interact to develop a nonfiction text.
- I can analyze the connections that an author draws between different elements of a text.
- I can write narrative compositions in a variety of forms.
- I can write an introduction that includes the setting, situation, conflict, point of view, narrator, and characters.
- I can create a progression of events and experiences in a story.
- I can use narrative techniques to develop experiences, events, and characters in a story.
- I can use a variety of techniques to sequence events so they build on one another.

- I can use precise words and phrases and sensory language to create a vivid picture of the experiences, events, settings, and characters.
- I can write an ending to my narrative.
- I can apply the writing process.
- I can plan and develop a draft.
- I can revise my writing using appropriate reference materials.
- I can focus my writing for a specific purpose and audience.
- I can edit my writing.
- I can use technology to generate, produce, publish, and update my writing and the writing I do with others.
- I can use technology to link to and display other information.
- I can initiate and contribute to a variety of collaborative discussions.
- I can express my ideas concisely and persuasively in a discussion.
- I can use the ideas of others as a baseline for adding my own ideas.
- I know when to listen to my peers and when to respond.
- I can examine, analyze, and reflect on ideas in a discussion using evidence.
- I can set norms and define individual roles for considerate discussions and decision-making when working with peers.
- I can track progress toward specific goals and deadlines in a discussion with peers.
- I can expand conversations by posing and responding to questions that relate to the broader themes or larger ideas of a discussion.
- I can actively incorporate others into the discussion.
- I can clarify, verify, or challenge ideas and conclusions in a discussion.
- I can respond thoughtfully to multiple perspectives in a discussion.
- I can summarize points of agreement and disagreement in a discussion.
- I can qualify or justify personal views and understanding to make new connections when evidence and reasoning is presented.
- I can analyze the meaning of words and phrases as they are used in a work of literature, including figurative and connotative meanings.
- I can analyze the impact of specific word choices on meaning and tone.
- I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
- I can evaluate the effectiveness of specific word choices on meaning and tone.
- I can interpret figures of speech and analyze their role in a text.

Unit Question Stems

- What are important quotations from the text?
- How do these quotations relate to the central idea of the text?
- What is the difference between explicit and implicit detail in a text?
- Which details are explicitly stated?
- Does the evidence presented support the main idea of the text?
- What significance does the quote hold? How does it connect to a broader audience?
- What evidence in the text can help determine the author's purpose?
- What inferences can be made about the text?

- Which parts of the text would you use as evidence to support your ideas?
- What are the central ideas of the text?
- How are the central ideas introduced?
- What details are used to shape the central idea?
- How do the central ideas of a text relate to each other?
- Which details are necessary to illustrate the similarities and differences between the central ideas of the text?
- How would you summarize this text?
- How do the central ideas of the text build on one another?
- How does the author sequence the events of the text?
- Is the text effectively organized? Why or why not?
- How could the main points in a text be more clearly organized?
- Which components work together to develop the sequence of events?
- How does the author use different elements of the text (individuals, ideas, events) to develop the central idea of the work?
- How could the order of ideas be changed to present the central idea more clearly?
- How does the author introduce the main points of the text?
- How does the author use evidence to develop the main ideas in a text?
- How does the author connect the ideas or events in a text?
- Who will be the narrator in your story?
- From what point of view will your story be told?
- What narrative style will you use?
- How will you provide the reader with the appropriate background knowledge?
- How will you create cohesion in your story?
- How will you decide what information to reveal to the reader and what information to withhold?
- What organization pattern will you use?
- Which narrative techniques will you use?
- Why are the narrative techniques you chose appropriate for your story?
- Is your vocabulary clear and concise?
- Does your story utilize an appropriate plot structure?
- Does your story have a conclusion that explains what was learned or gained?
- Does your narrative have a clear purpose?
- What is the purpose or focus of the piece?
- What aspects are most significant?
- How will you plan your writing?
- How does your planning template relate to what you're writing?
- Is the structure you selected the most effective format for conveying your ideas?
- Is additional evidence, description, or clarification needed?

- Do all sentences belong? Do some sentences need to be reworded or deleted?
- Is your writing free of writing convention errors?
- Where should you go if you need help editing?
- Does your writing meet the needs of your audience?
- Does your writing achieve your purpose?
- How will you use technology to produce and publish your writing?
- How can you use technology to write collaboratively?
- What tools will you utilize in order to display your information in a flexible and dynamic manner?
- How will your information be easily updated?
- Have you efficiently presented the relationships between information and ideas?
- How and when will you link to other information?
- How can you participate effectively in a group discussion?
- What is the best method to initiate a discussion?
- How will you vary your discussion technique based on the size of your group?
- How will you build on the ideas of others?
- What techniques will you use to clearly express your ideas?
- What techniques will you use to persuasively express your ideas?
- How will you make sure that you are all working together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- How has the new information affected your own views?
- What techniques will you use to ensure quality input from all?
- Have you heard anything that made you change your ideas/opinions?
- How have you acknowledged new ideas of your peers?
- What evidence can you present for/against _____?
- How does your evidence support your opinion?
- What might you want to discuss more deeply with your group?
- What evidence can you pull from these materials to support your ideas?
- What other resources could you use to support your thinking?
- How can you explain the evidence you chose?
- How does this evidence support your opinion?
- What is your role in this discussion?
- How can your role in this discussion help others?

- What goals and deadlines have you set for yourself?
- How will your goals affect others in this group?
- How do your individual goals relate to the goals of the group?
- What are some questions you might ask during the discussion?
- What is the purpose of this discussion?
- What progress was made during this discussion?
- How can you track the progress of a discussion?
- What decisions does your group need to make?
- What norms will help your discussion be productive?
- How do you know when your group has reached a consensus?
- How can you elicit more evidence in a conversation?
- How do you ensure that everyone in the discussion provides input?
- What techniques can you use to determine the validity of the ideas and conclusions of others?
- How can you restate or clarify your own argument to ensure better understanding?
- How can you adjust your argument to include perspectives other than your own?
- How can you relate specific discussion details to broader themes?
- What questioning strategies can you use to draw deeper discussion from group members?
- How can you summarize agreements and disagreements that occurred during the discussion?
- Can you support your views with evidence and research?
- Are you able to establish connections between currently held beliefs and new evidence?
- How do you thoughtfully respond to viewpoints that contradict your own?
- How will you qualify your personal views?
- How did the evidence and reasoning in a discussion change your thinking?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refers to _____ as _____ ?
- How does the meaning change if _____ were replaced by _____ ?
- If you wrote this story from a different point of view, what changes in language would you make?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refer to _____ as _____ ?
- How does the meaning change if _____ were replaced by _____ ?

- How do you determine the meaning of unknown words in nonfiction texts?
- What clues helped you to understand the meaning of words?
- What is the figurative meaning behind the phrase _____?
- What is the difference between figurative language and technical language?
- What is the effect of using _____?
- How does _____ support the writer's attitude?
- What ideas are contrasted in using words _____ and _____ side by side?
- What euphemism does the author make?
- Why does the author use a euphemism in this context?
- What oxymorons can you identify in this text?

Novel Study Readings (Students Choose 1)

- *The Glass Castle* by Jeannette Walls (memoir)
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (first-person narrative novel)
- *Tuesdays with Morrie* by Mitch Albom (memoir)
- *I Am Malala* by Malala Yousafzai (autobiography)
- "The Leader in the Mirror" by Pat Mora

Novel Study Key Concepts/Learning Targets

- I can initiate and contribute to a variety of collaborative discussions.
- I can express my ideas concisely and persuasively in a discussion.
- I can use the ideas of others as a baseline for adding my own ideas.
- I know when to listen to my peers and when to respond.
- I can examine, analyze, and reflect on ideas in a discussion using evidence.
- I can set norms and define individual roles for considerate discussions and decision-making when working with peers.
- I can track progress toward specific goals and deadlines in a discussion with peers.

Novel Study Question Stems:

- How can I participate effectively in a group discussion?
- What is the best method to initiate a discussion?
- How will you vary your discussion technique based on the size of your group?
- How will you build on the ideas of others?
- What techniques will you use to clearly express your ideas?
- What techniques will you use to persuasively express your ideas?
- How will you make sure that you all work together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- What techniques will you use to ensure quality input from all?
- Have you heard anything that made you change your ideas/opinions?
- How have you acknowledged new ideas of your peers?
- What evidence can you present for/against _____?
- How does your evidence support your opinion?
- What might you want to discuss more deeply with your group?
- What evidence can you pull from these materials to support your ideas?
- What other resources could you use to support your thinking?
- How can you explain the evidence you chose?
- How does this evidence support your opinion?
- What is your role in this discussion?
- How can your role in this discussion help others?

<ul style="list-style-type: none"> ● I can expand conversations by posing and responding to questions that relate to the broader themes or larger ideas of a discussion. ● I can actively incorporate others into the discussion. ● I can clarify, verify, or challenge ideas and conclusions in a discussion. <p style="text-align: center;"><u>GrammarFlip Lessons</u></p> <p><i>*NIGF = Not in GrammarFlip</i></p> <p>Frequently Confused Words:</p> <p>1.18 Common Homophones</p> <p>1.19 Commonly Confused Pairs</p> <p>3.19 Who vs. Whom</p> <p>Unit Test</p> <p>Complete Sentences:</p> <p>1.04: Simple and Complete Subjects & Predicates/Verbs</p> <p>2.16: Direct Objects</p> <p>2.17: Indirect Objects</p> <p>2.18: Subject Complements</p> <p>3.06: Objective Complements</p> <p>1.07: Coordinating Conjunctions</p> <p>2.29: Simple and Compound Sentences</p> <p>2.27: Subordinating Conjunctions</p> <p>2.31: Complex Sentences</p> <p>Compound-Complex Sentences (NIGF)</p> <p>2.01: Correlative Conjunctions</p> <p>Unit Test</p>	<ul style="list-style-type: none"> ● What goals and deadlines have you set for yourself? ● How will your goals affect others in this group? ● How do your individual goals relate to goals of the group? ● What are some questions you might ask during the discussion? ● What is the purpose of this discussion? ● What progress was made during this discussion? ● How can you track the progress of a discussion? ● What decisions does your group need to make? ● What norms will help your discussion be productive? ● How do you know when your group has reached a consensus? ● How can you elicit more evidence in a conversation? ● How do you ensure that everyone in the discussion provides input? ● What techniques can you use to determine the validity of the ideas and conclusions of others? ● How can you restate or clarify your own argument to ensure better understanding? ● How can you adjust your argument to include perspectives other than your own? ● How can you relate specific discussion details to broader themes? ● What questioning strategies can you use to draw deeper discussion from group members?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> ● Elements of essays and speeches PowerPoint and notes ● “Mother Tongue” by Amy Tan (narrative essay) ● “The Sanctuary of School” by Lynda Berry (narrative essay) ● “Cheboygan Day” by Brittany Allen (short story) ● “The Unauthorized Autobiography of Me” by Sherman 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> ● unit pretest & post-test ● exit tickets ● selection tests ● comprehension questions ● critical thinking questions ● constructed response items

<ul style="list-style-type: none"> Alexie (narrative essay) • “Why Chicken Means So Much To Me” by Sherman Alexie (narrative essay) • “Red Cloud’s Speech After Wounded Knee” by Chief Red Cloud (speech) • “The Ashen Guy: Lower, Broadway, September 11, 2001” by Thomas Beller (first-person narrative essay) • Articles of the week for close reading • “Occupation: Conductorette” by Maya Angelou (autobiography) • from “Swimming to Antarctica” by Lynne Cox • “The Marginal World” by Rachel Carson • from “Silent Spring” by Rachel Carson • “Making History with Vitamin C” by Penny Le Couteur and Jay Burreson • from “Address to Students at Moscow University” by Ronald Reagan • from “Hold Fast Your Dreams-and Trust Your Mistakes” by Billy Joel • from “Cringe is Unavoidable” by Taylor Swift 	<ul style="list-style-type: none"> • explanatory essay which compares and contrasts two texts in the unit • personal narrative essay • book club double-entry journals • book club projects • vocabulary tests • GrammarFlip assessments • GrammarFlip unit test
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<u>Semester 1 Unit 2 Theme</u> Conflict (Elements of Short Stories)	<u>Duration of Unit</u> 17 Days (Block Scheduling) 34 Days (School Calendar)	<u>Essential Question(s)</u> When is conflict necessary? How does conflict lead to change? What problem-solving strategies can individuals use to manage conflict and change?
<p align="center"><u>End of Unit 2 Authentic Learning Task</u></p> <p>Students will select a story and write an essay related to it. For the essay, students will select one of the following topics. 1. Analyze how a main character develops over the course of the text and the author’s use of characterization techniques to present that character to his readers. 2. Analyze in detail the development of two connected themes or central ideas over the course of the work. Consider how they emerge and are shaped and refined by specific details.</p>		

Standards: 9-10.RL.2.2, 9-10.RL.2.3, 9-10.W.6.2, 9-10.W.6.1

Pacing: Semester 1 Unit 2 Days 18 - 35

Indiana Academic Standards

9-10.RL.2.1, 9-10.RL.2.2, 9-10.RL.2.3, 9-10.RL.2.4, 9-10.RL.3.1, 9-10.RL.3.2, 9-10.RL.4.2, 9-10.RV.3.1, 9-10.RV.3.2, 9-10.RV.3.3, 9-10.RV.2.5, 9-10.RV.3.1, 9-10.W.3.2, 9-10.W.4, 9-10.W.6.1, 9-10.W.6.2

Academic Vocabulary

Standards-Based Vocabulary:

analyze, cite, explicit, implicit, inference, interpret, textual evidence, central idea, dynamic character, plot, static character, theme, analyze, medium, evaluate, flashback, foreshadowing, literary device, mood, pacing, parallel episode, tension, allusion, archetype, myth, dramatic irony, humor, irony, point of view, suspense, connotation diction euphemism figurative language, metaphor, simile, personification, oxymoron tone, connotation, diction figurative language tone, oxymoron, euphemism figure of speech, etymology, conclusion, informative, introduction, redundant, style, tone

Advancing Vocabulary Skills:

Chapter 5 - equivocate, fortuitous, impeccable, liaison, predisposed, propensity, reprehensible, sham, solace, solicitous

Chapter 6 - attrition, circumvent, cohesive, grievous, inundate, oblivious, reticent, robust, sanction, vociferous

Chapter 7 - bolster, depreciate, indiscriminate, inquisitive, nebulous, relegate, replete, sedentary, tenet, terse

Chapter 8 - clandestine, contingency, egocentric, exonerate, incongruous, indigenous, liability, prolific, reinstate, superfluous

Marzano Vocabulary:

hyperbole, alliteration, personification, symbolism, direct characterization, indirect characterization, situational irony, dramatic irony, foreshadowing

Key Concepts/Learning Targets

- I can understand the elements of a short story.
- I can analyze what a text says explicitly.
- I can analyze what a text says implicitly.

- I can draw inferences about a text.
- I can make interpretations about a text.
- I can cite strong and thorough textual evidence to support my analysis of a text.
- I can analyze in detail the development of themes or central ideas in a work of literature.
- I can analyze how the themes or central ideas are shaped by specific details.
- I can analyze how dynamic characters develop in a text.
- I can analyze how dynamic characters interact with other characters.
- I can analyze how dynamic characters advance the plot or develop the theme.
- I can analyze and evaluate how an author's choices concerning how to structure a work and order events within it contribute to the overall meaning and effect of a work.
- I can analyze how the author structures events, ideas in a nonfiction text.
- I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text.
- I can explain how different elements interact to develop a nonfiction text.
- I can analyze the connections that an author draws between different elements of a text.
- I can identify how the author creates different character perspectives.
- I can analyze how the author creates such effects as suspense or humor through differences in character perspectives.
- I can analyze and evaluate how works of literature draw on themes, patterns of events, or character types from myths, traditional stories, or religious works.
- I can analyze and evaluate how a work of literary or cultural significance is rendered new.
- I can analyze the meaning of words and phrases as they are used in a work of literature, including figurative and connotative meanings.
- I can analyze the impact of specific word choices on meaning and tone.
- I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
- I can evaluate the effectiveness of specific word choices on meaning and tone.
- I can interpret figures of speech and analyze their role in a text.
- I can consult reference materials to find the pronunciation of a word.
- I can consult reference materials to determine a word's precise meaning, part of speech, and etymology.
- I can write informative compositions in a variety of forms.
- I can write an introduction that previews what is to follow and organizes ideas.
- I can include formatting, graphics, and multimedia when useful.
- I can use relevant facts, definitions, details, quotes, and examples from various sources to develop my topic.
- I can use appropriate and varied transitions.
- I can choose language and content-specific vocabulary to express ideas precisely and concisely.
- I can establish and maintain a style appropriate to the purpose and audience.
- I can write a conclusion.

Question Stems

- What does the text say explicitly?
- How can you summarize the events of the text?
- What inferences can you draw from the text and why?
- What inferences can you make about what the character might do next?
- What inferences can you make about what event might happen next?
- What evidence from the text supports your reasoning?
- What can you infer about a specific character or event? What evidence supports your inference?
- How does your inference differ from what the text says explicitly?
- What are the themes of this text?
- -Which sentences best express the text's central idea?
- -What evidence from the text supports your determination of the theme or central idea?
- -What subplots are introduced?
- -What ideas overlap to contribute to the overall plot?
- -What insights to the human condition are raised in the text?
- -How do the details contribute to the theme's development in the text?
- How does theme emerge in the text?
- What specific details shape the theme or central idea of the text?
- How is each character portrayed?
- How do characters change in the story? How do you know?
- Which characters do not change in the story? How do you know?
- What makes characters act the way they do? What evidence supports your thinking?
- What motivates characters in the story? What textual evidence supports this?
- How do characters interact with each other to advance the plot?
- How do the actions of the characters develop the story's theme?
- How does the author use the main characters to make a statement of the human condition?
- What feelings does the author create for the reader as they read this story?
- What elements of the story help to reinforce those feelings in the reader?
- What is the mood of the story?
- What parts of the story create the mood?
- How does the author manipulate time to create the mood of the story?
- How does the author create tension in the story?
- What literary devices or structures does the author use to create a sense of mystery or surprise in the story?
- What purpose do flashbacks serve in the story?
- What does the audience know about the characters and the story?
- What do the characters know about each other?

- How do the different perspectives impact the story's characters and the reader?
- What information do you have that the characters in the story do not? How does this impact the story?
- How does the author build suspense in the story?
- How does the author create humor in the story?
- How does the point of view from which the story is told create suspense or add humor to the story?
- What is the difference between the character's point of view and the reader's?
- How do the elements (theme, character, plot, setting) in the modern text compare to the traditional works?
- How does the author use allusions to influence the reader?
- Why might an author allude to a traditional text in a modern work of literature.
- How did the author modernize the story?
- What other texts influenced this work? How do you know?
- How did the author change the text from the earlier versions of the story?
- What is the difference between theme and main idea/central idea of the modern text and the traditional text?
- How can the same theme apply to many different stories across different genres and time periods?
- Why is it that certain character types or archetypes appear repeatedly in literature over time?
- What do these archetypes or common themes tell us about human nature?
- How does literature transcend differences in culture and time to explore and reinforce common themes or experiences that humans share?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refers to _____ as _____ ?
- How does the meaning change if _____ were replaced by _____ ?
- If you wrote this story from a different point of view, what changes in language would you make?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refer to _____ as _____ ?
- How does the meaning change if _____ were replaced by _____ ?
- How do you determine the meaning of unknown words in nonfiction texts?
- What clues helped you to understand the meaning of words?
- What is the figurative meaning behind the phrase _____ ?
- What is the difference between figurative language and technical language?
- Does the word or phrase have a positive or negative connotation? How do you know?
- What is the technical meaning of _____ ? How does it differ from the word's figurative meaning?
- What is the tone of the text? What words or phrases does the author use to create the tone?
- What is the author's attitude toward the subject? How do you know?
- What is the effect of using _____ ?
- How does _____ support the writer's attitude?
- What ideas are contrasted in using words _____ and _____ side by side?

- What euphemism does the author make?
- Why does the author use a euphemism in this context?
- What oxymorons can you identify in this text?
- Where can you go to find the precise meaning of a word?
- Where can you go to determine a word's part of speech?
- Where can you go to find out how a word is pronounced?
- Where can you go to learn more about a word's etymology?
- What is the central idea of your composition and how will you develop it in the text?
- What resources can you find to learn more about your topic?
- How will you include information from these resources in your writing?
- How will you determine if the resources are credible?
- What is the best way to organize your information?
- What text structure will you use for your informative composition (e. g. definition, sequence, comparison, cause and effect, or problem and solution)?
- What transitions should be included to clarify relationships between ideas?
- What headings, charts, tables, or graphics can you use to help your reader understand your writing?
- How can you revise your writing to eliminate repetition?
Could your writing be more clear or concise?
- What style and tone are appropriate for your audience? How will you create the style and tone in your writing?
- What content-specific vocabulary should you use or explain to your reader?
- How does your conclusion support or extend the presentation of the information?

Novel Study Readings (Students Choose 1)

Miss Peregrine's Home for Peculiar Children by Ransom Riggs (fantasy novel)

One of Us is Lying by Karen M. McManus (mystery fiction)

I Am Still Alive by Kate Alice Marshall (mystery/suspense novel)

Every Day by David Leviathan (fantasy novel)

We Were Liars by e. Lockhart (fiction)

Novel Study Key Concepts/Learning Targets

- I can initiate and contribute to a variety of collaborative discussions.
- I can express my ideas concisely and persuasively in a

Novel Study Question Stems:

- How can I participate effectively in a group discussion?
- What is the best method to initiate a discussion?
- How will you vary your discussion technique based on the size of your group?
- How will you build on the ideas of others?
- What techniques will you use to clearly express your ideas?
- What techniques will you use to persuasively express your ideas?
- How will you make sure that you all work together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- What techniques will you use to ensure quality input from all?
- Have you heard anything that made you change your ideas/opinions?

<p>discussion.</p> <ul style="list-style-type: none"> • I can use the ideas of others as a baseline for adding my own ideas. • I know when to listen to my peers and when to respond. • I can examine, analyze, and reflect on ideas in a discussion using evidence. • I can set norms and define individual roles for considerate discussions and decision-making when working with peers. • I can track progress toward specific goals and deadlines in a discussion with peers. • I can expand conversations by posing and responding to questions that relate to the broader themes or larger ideas of a discussion. • I can actively incorporate others into the discussion. • I can clarify, verify, or challenge ideas and conclusions in a discussion. <p><u>GrammarFlip Lessons</u> 1.07: Coordinating Conjunctions 2.29: Simple and Compound Sentences 2.27: Subordinating Conjunctions 2.31: Complex Sentences Compound-Complex Sentences (NIGF) 2.01: Correlative Conjunctions Unit Test</p>	<ul style="list-style-type: none"> • How have you acknowledged new ideas of your peers? • What evidence can you present for/against _____? • How does your evidence support your opinion? • What might you want to discuss more deeply with your group? • What evidence can you pull from these materials to support your ideas? • What other resources could you use to support your thinking? • How can you explain the evidence you chose? • How does this evidence support your opinion? • What is your role in this discussion? • How can your role in this discussion help others? • What goals and deadlines have you set for yourself? • How will your goals affect others in this group? • How do your individual goals relate to goals of the group? • What are some questions you might ask during the discussion? • What is the purpose of this discussion? • What progress was made during this discussion? • How can you track the progress of a discussion? • What decisions does your group need to make? • What norms will help your discussion be productive? • How do you know when your group has reached a consensus? • How can you elicit more evidence in a conversation? • How do you ensure that everyone in the discussion provides input? • What techniques can you use to determine the validity of the ideas and conclusions of others? • How can you restate or clarify your own argument to ensure better understanding? • How can you adjust your argument to include perspectives other than your own? • How can you relate specific discussion details to broader themes? • What questioning strategies can you use to draw deeper discussion from group members?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Elements of a short stories Powerpoint and notes 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • unit pretest & post-test • exit tickets

<ul style="list-style-type: none"> ● “Lamb to the Slaughter” by Roald Dahl (short story) ● “A Master Between the Lines” by Roberta Smith (art review) ● “The Monkey’s Paw” by W. W. Jacobs (short story) ● “The Masque of the Red Death” by Edgar Allan Poe (short story) ● “Contents of the Dead Man’s Pocket” by Jack Finney ● “There Will Come Soft Rains” by Ray Bradbury (short story) ● “There Will Come Soft Rains” by Sara Teasdale (poem) ● “By the Waters of Babylon” by Stephen Vincent Benet (short story) ● “Richard Cory” by Edwin Arlington Robinson (poem) ● “The Open Window” by Saki (short story) ● “Magdalena Looking” by Susan Vreeland (short story) ● “Games at Twilight” by Anita Desai (short story) ● “One Thousand Dollars” by O. Henry (short story) ● “How Much Land Does a Man Need” by Leo Tolstoy (short story) ● “The Street of the Canon” by Joesphina Niggli (short story) 	<ul style="list-style-type: none"> ● selection tests ● GrammarFlip assessments ● GrammarFlip unit tests ● book club double-entry journals ● unit test ● character analysis/theme essay ● comprehension questions ● critical thinking questions ● constructed response items ● vocabulary tests
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<u>Semester 1 Unit 3 Theme</u> Communication (Elements of Poetry)	<u>Duration of Unit</u> 11 Days (Block Scheduling) 22 Days (School Calendar)	<u>Essential Question(s)</u> Does all communication serve a positive purpose?
<p align="center"><u>End of Unit 3 Authentic Learning Task</u></p> <p>Students will select their favorite song to analyze. Students will write an analytical essay in which they identify and critique the author’s use of poetic elements included in the song. Students will also create a multimedia presentation for their song analysis and present it to the class.</p> <p>Standards: 9-10.RL.2.1,9-10.W.1,9-10.W.3.2, 9-10.W.4,9-10.W.5,9-10.SL.3.1, 9-10.SL.4.1,</p>		

Indiana Academic Standards

9-10.RL.1,9-10.RL.2.1,9-10.RL.2.2,9-10.RL.4.1, 9-10.RN.2.1,9-10.RN.2.3

Academic Vocabulary

Standards-Based Vocabulary:

context, convey, discourse, explanation, interact, isolation, meaning, misinterpret, respond, conjunctive adverb, independent clause, semicolon, analyze, cite, explicit, inference, interpret, central idea, theme, cite, analysis, textual evidence

Advancing Vocabulary Skills:

Chapter 9 - austere, esoteric, facsimile, grotesque, mesmerize, metamorphosis, notorious, perfunctory, provocative, travesty

Chapter 10 - connoisseur, conspiracy, contrite, distraught, germane, lucid, plight, superficially, symmetrical, verbose

Marzano Vocabulary:

quatrain, iambic pentameter, enjambment

Key Concepts/Learning Targets

- I can understand the elements of poetry.
- I can analyze multiple interpretations of a poem.
- I can evaluate how each version of a poem interprets the source text.
- I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.
- I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the cumulative impact of specific word choices on meaning and tone.
- I can analyze how an author draws on and transforms source material in a specific work.
- I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- I can 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.
- I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- I can use a semicolon and conjunctive adverb to link two or more independent clauses.
- I can analyze what a text says explicitly.
- I can analyze what a text says implicitly.

- I can draw inferences about a text.
- I can make interpretations about a text.
- I can cite strong and thorough textual evidence to support my analysis of a text.
- I can analyze in detail the development of themes or central ideas in a work of literature.
- I can analyze how the themes or central ideas are shaped by specific details.
- I can analyze multiple interpretations of a story, play, or poem.
- I can evaluate how each version of a story, play, or poem. interprets the source text.
- I can identify details that are explicitly stated in the text.
- I can make inferences based on textual evidence.
- I can use strong and thorough textual evidence to support my inferences and interpretation.
- can analyze how the author structures events, ideas in a nonfiction text.
- I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text.
- I can explain how different elements interact to develop a nonfiction text.
- I can analyze the connections that an author draws between different elements of a text.

Question Stems

- How can multiple people have different interpretations of the same poem?
- Why is it important to hear a poem from multiple perspectives?
- Were their choices effective in communicating the theme of the text?
- Which medium most impacts your understanding of the selected work?
- How does reading a poem compare to the audio or video version?
- Which version of the text is the most impactful or effective? Why?
- Which version of the poem resonates most with you? Why?
- What does the word _____ mean in this context?
- How does the meaning change if _____ were replaced by _____?
- What effect does the author create when comparing _____ to _____?
- What does the author imply when referring to _____ as _____?
- What is the figurative meaning behind the phrase _____?
- Does the word or phrase have a positive or negative connotation? How do you know?
- What is the tone of the text? What words or phrases does the author use to create the tone?
- What is the author's attitude toward the subject? How do you know?
- What techniques will you use to clearly express your ideas?

- How has the new information affected your own views?
- How does combining two independent clauses with a conjunctive adverb improve your writing?
- When should you use semicolons instead of periods?
- How does the use of a semicolon improve your writing technique?
- How do you know when to use a semicolon?
- What does the text say explicitly?
- How can you summarize the events of the text?
- What inferences can you draw from the text? Why?
- What inferences can you make about what the character might do next?
- What inferences can you make about what event might happen next?
- What evidence from the text supports your reasoning?
- What can you infer about a specific character or event? What evidence supports your inference?
- How does your inference differ from what the text says explicitly?
- How do you evaluate the strength of your evidence?
- What are the themes of this text?
- Which sentences best express the text's central idea?
- What evidence from the text supports your determination of the theme or central idea?
- What subplots are introduced?
- What ideas overlap to contribute to the overall plot?
- What insights to the human condition are raised in the text?
- How do the details contribute to the theme's development in the text?
- How does theme emerge in the text?
- What specific details shape the theme or central idea of the text?
- How can multiple people have different interpretations of the same story?
- Why is it important to hear a story from multiple perspectives?
- How does the production differ from the text or script?
- Why do you think the director chose to depart or stay faithful to the text or script?
- How did the actor's or director's interpretation of the text differ from your own?
- Were their choices effective in communicating the theme of the text?
- How effective were the media techniques used to portray the work?
- Which medium most impacts your understanding of the selected work?

- How does reading a story compare to the audio or video version?
- Which version of the text is the most impactful or effective? Why?
- What are important quotations from the text?
- How do these quotations relate to the central idea of the text?
- What is the difference between explicit and implicit detail in a text?
- Which details are explicitly stated?
- Does the evidence presented support the main idea of the text?
- What significance does the quote hold? How does it connect to a broader audience?
- What evidence in the text can help determine the author's purpose?
- What inferences can be made about the text?
- Which parts of the text would you use as evidence to support your ideas?
- Do you agree with the author's interpretation of the evidence? Why or why not?
- How does the author sequence the events of the text?
- -Is the text effectively organized? Why or why not?
- -How could the main points in a text be more clearly organized?
- Which components work together to develop the sequence of events?
- How does the author use different elements of the text (individuals, ideas, events) to develop the central idea of the work?
- How could the order of ideas be changed to present the central idea more clearly?
- How does the author introduce the main points of the text?
- How does the author use evidence to develop the main ideas in a text?

Resources/Activities

- Elements of Poetry PowerPoint and notes
- Poetry Collection 1:
 - "Making a Fist" by Naomi Shihab Nye (lyric poem)
 - "Mending Wall" by Robert Frost
 - "Birches" by Robert Frost
 - "The Guitar" by Federico Garcia Lorca (lyric poem)
 - "The Fish" by Elizabeth Bishop (narrative poem)
 - "The Bridegroom" by Alexander Pushkin (narrative poem)
- Poetry Collection 2:

GrammarFlip Lessons

Semicolons w/ lists (NIGF)
 2.24 Commas Essential/Non-Essential
 1.29 Parentheses
 1.28: Dashes
 2.32 Commas After Introductory Clauses
 2.30: Semicolons
 1.30: Comma Splices
 1.21: Quotation Marks vs. Italics
 1.15: Colons
 1.17: Apostrophes

<ul style="list-style-type: none"> ○ “Sonnet 18” by William Shakespeare (Shakespearean sonnet) ○ “Do Not Go Gentle into That Good Night” by Dylan Thomas (villanelle) ○ “My City” by James Weldon Johnson (Petrarchan sonnet/Italian sonnet) ○ “One cannot ask loneliness ...” by Priest Jakuren (tanka poem) ○ “Was it that I went to sleep ...” by Ono Komachi (tanka poem) ● Poetry Collection 3: <ul style="list-style-type: none"> ○ “Pride” by Dahlia Ravikovitch (free verse poem) ○ “The Wind--tapped like a tired Man” by Emily Dickinson ○ “Glory” by Yusef Komunyakaa ○ “Metaphor” by Eve Merriam ● Poetry Collection 4: <ul style="list-style-type: none"> ○ “Jazz Fantasia” by Carl Sandburg (lyric poem) ○ “Meeting at Night” by Robert Browning (two stanza poem) ○ “The Weary Blues” by Langston Hughes (free verse poem) ○ “Reapers” by Jean Toomer 	<p>3.02: Apostrophes--Joint vs. Individual Own Unit Test</p> <p style="text-align: center;"><u>Assessments</u></p> <ul style="list-style-type: none"> ● Unit pretest & post-test ● Exit tickets ● Selection tests ● GrammarFlip assessments ● Writing poetry ● Critical thinking questions ● Constructed response items ● Analytical Essay ● Unit test
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<u>Semester 2 Unit 4 Theme</u>	<u>Duration of Unit</u>	<u>Essential Question(s)</u>
The Golden Rule Taking a Stand (Elements of Rhetoric and Persuasion)	17 Days (Block Scheduling) 34 Days (School Calendar)	Why do certain people choose unpopular, but moral, stances on the issues of the day in order to promote beneficial change? How can having compassion for others help to negotiate difficult situations?
<p style="text-align: center;"><u>End of Unit 4 Authentic Learning Task</u></p> <p>Students will brainstorm a controversial topic in today’s society. Students will research the topic under study and write an argumentative essay to defend their stance on the issue. Students will also participate in a classroom debate based on their stance regarding the topic under study.</p> <p>Standards: 9-10.RN.4.1, 9-10.RN.4.3,9-10.W.3.3,9-10.W.5</p>		

Indiana Academic Standards

9-10.RL.2.1,,9-10.RL.2.2, 9-10.RL.2.3, 9-10.RL.2.4, 9-10.RL.3.1, 9-10.RL.3.2,9-10.RL.4.2, 9-10.RN.1, 9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RV.2.1, 9-10.W.3.1

Academic Vocabulary

Standards-Based Vocabulary:

conditional mood, imperative mood,indicative mood, interrogative mood, subjunctive mood,verb, analyze, cite, explicit, inference, interpret, central idea, theme, dynamic character, plot, static character, theme,evaluate, flashback, foreshadowing, literary device, mood, pacing, parallel episode, tension, dramatic irony, humor, irony, point of view, suspense, allusion, archetype, myth, analysis, interpretation, textual evidence,central idea, connotation context, denotation

Advancing Vocabulary Skills:

Chapter 11 - adept, encompass, entrepreneur, eradicate, homogeneous, presumptuous, sordid, standardize, stint, stringent

Chapter 12 - exhort, flamboyant, foible, innocuous, magnanimous, masochist, meticulous, rancor, recrimination, repugnant

Chapter 13 - atrophy, deplore, deprivation, exacerbate, imperative, mitigate, objective, phanacea, unprecedented, utilitarian

Chapter 14 - decorum, espouse, exhilaration, exorbitant, extricate, facilitate, orthodox, rejuvenate, synchronize, tenuous

Marzano Vocabulary:

bibliography, cliff hanger, motif, deduce, parenthetical citation, ethos, pathos, logos

Concepts/Learning Key Targets

- I can analyze what a text says explicitly.
- I can analyze what a text says implicitly.
- I can draw inferences about a text.
- I can make interpretations about a text.
- I can cite strong and thorough textual evidence to support my analysis of a text.
- I can write using verbs in indicative, imperative, interrogative, conditional, and subjunctive moods.
- I can analyze in detail the development of themes or central ideas in a work of literature.
- I can analyze how the themes or central ideas are shaped by specific details.
- I can analyze how dynamic characters develop in a text.

- I can analyze how dynamic characters interact with other characters.
- I can analyze how dynamic characters advance the plot or develop the theme.
- I can analyze and evaluate how an author's choices concerning how to structure a work and order events within it contribute to the overall meaning and effect of a work.
- I can identify how the author creates different character perspectives.
- I can analyze how the author creates such effects as suspense or humor through differences in character perspectives.
- I can analyze and evaluate how works of literature draw on themes, patterns of events, or character types from myths, traditional stories, or religious works.
- I can analyze and evaluate how a work of literary or cultural significance is rendered new.
- I can identify details that are explicitly stated in the text.
- I can make inferences based on textual evidence.
- I can use strong and thorough textual evidence to support my inferences and interpretation.
- I can identify the central ideas in nonfiction texts.
- I can explain which details help to develop the central ideas of a nonfiction text.
- I can analyze how the central ideas of a nonfiction text interact and build on one another.
- I can analyze how the author structures events, ideas in a nonfiction text.
- I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text.
- I can explain how different elements interact to develop a nonfiction text.
- I can analyze the connections that an author draws between different elements of a text.
- I can analyze how the author structures events, ideas in a nonfiction text.
- I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text.
- I can explain how different elements interact to develop a nonfiction text.
- I can analyze the connections that an author draws between different elements of a text.
- I can use context to determine the meaning of words and phrases.
- I can write arguments in a variety of forms.
- I can introduce precise claims and counterclaims.
- I can establish clear relationships among claims, counterclaims, reasons, and evidence.
- I can develop claims and counterclaims by supplying evidence for each while pointing out the strengths and limitations of both in a way that anticipates the audience's knowledge level and concerns.
- I can effectively use transitions in argumentative writing.
- I can establish and maintain a consistent style and tone appropriate to purpose and audience.
- I can provide a concluding statement or section that follows from and supports the argument presented

Question Stems

- What does the text say explicitly?

- How can you summarize the events of the text?
- What inferences can you draw from the text? Why?
- What inferences can you make about what the character might do next?
- What inferences can you make about what event might happen next?
- What evidence from the text supports your reasoning?
- What can you infer about a specific character or event? What evidence supports your inference?
- How does your inference differ from what the text says explicitly?
- How do you evaluate the strength of your evidence?
- What is a verb? What are the different types of verbs?
- How does using the different types of verbs create clarity within your writing?
- When do you think you would most likely use _____ (conditional verbs, imperative verbs, the subjunctive mood etc.) in your writing?
- What type of writing are you doing? Which mood would be most appropriate for that type of writing.
- What are the themes of this text?
- Which sentences best express the text's central idea?
- What evidence from the text supports your determination of the theme or central idea?
- What subplots are introduced?
- What ideas overlap to contribute to the overall plot?
- What insights to the human condition are raised in the text?
- How do the details contribute to the theme's development in the text?
- How does theme emerge in the text?
- What specific details shape the theme or central idea of the text?
- How is each character portrayed?
- How do characters change in the story? How do you know?
- Which characters do not change in the story? How do you know?
- What makes characters act the way they do? What evidence supports your thinking?
- What motivates characters in the story? What textual evidence supports this?
- How do characters interact with each other to advance the plot?
- How do the actions of the characters develop the story's theme?
- How does the author use the main characters to make a statement of the human condition?
- What feelings does the author create for the reader as they read this story?

- What elements of the story help to reinforce those feelings in the reader?
- What is the mood of the story?
- What parts of the story create the mood?
- How does the author manipulate time to create the mood of the story?
- How does the author create tension in the story?
- What literary devices or structures does the author use to create a sense of mystery or surprise in the story?
- What purpose do flashbacks serve in the story?
- What does the audience know about the characters and the story?
- What do the characters know about each other?
- How do the different perspectives impact the story's characters and the reader?
- What information do you have that the characters in the story do not? How does this impact the story?
- How does the author build suspense in the story?
- How does the author create humor in the story?
- How does the point of view from which the story is told create suspense or add humor to the story?
- What is the difference between the character's point of view and the reader's?
- How do the elements (theme, character, plot, setting) in the modern text compare to the traditional works?
- How does the author use allusions to influence the reader?
- Why might an author allude to a traditional text in a modern work of literature.
- How did the author modernize the story?
- What other texts influenced this work? How do you know?
- How did the author change the text from the earlier versions of the story?
- What is the difference between theme and main idea/central idea of the modern text and the traditional text?
- How can the same theme apply to many different stories across different genres and time periods?
- Why is it that certain character types or archetypes appear repeatedly in literature over time?
- What do these archetypes or common themes tell us about human nature?
- How does literature transcend differences in culture and time to explore and reinforce common themes or experiences that humans share?
- What are important quotations from the text?
- How do these quotations relate to the central idea of the text?
- What is the difference between explicit and implicit detail in a text?
- Which details are explicitly stated?

- Does the evidence presented support the main idea of the text?
- What significance does the quote hold? How does it connect to a broader audience?
- What evidence in the text can help determine the author's purpose?
- What inferences can be made about the text?
- Which parts of the text would you use as evidence to support your ideas?
- Do you agree with the author's interpretation of evidence? Why or why not?
- What are the central ideas of the text?
- How are the central ideas introduced?
- What details are used to shape the central idea?
- How do the central ideas of a text relate to each other?
- Which details are necessary to illustrate the similarities and differences between the central ideas of the text?
- How would you summarize this text?
- How do the central ideas of the text build on one another?
- How does the author sequence the events of the text?
- Is the text effectively organized? Why or why not?
- How could the main points in a text be more clearly organized?
- Which components work together to develop the sequence of events?
- How does the author use different elements of the text (individuals, ideas, events) to develop the central idea of the work?
- How could the order of ideas be changed to present the central idea more clearly?
- How does the author introduce the main points of the text?
- How does the author use evidence to develop the main ideas in a text?
- How does the author connect the ideas or events in a text?
- How does the author sequence the events of the text?
- Is the text effectively organized? Why or why not?
- How could the main points in a text be more clearly organized?
- Which components work together to develop the sequence of events?
- How does the author use different elements of the text (individuals, ideas, events) to develop the central idea of the work?
- How could the order of ideas be changed to present the central idea more clearly?
- How does the author introduce the main points of the text?
- How does the author use evidence to develop the main ideas in a text?

- How does the author connect the ideas or events in a text?
- What do you think this word means? How do you know?
- What words or phrases helped you determine the meaning of this word?
- Can you prove the meaning of a word using the surrounding text?
- Do you see a word that is similar or opposite of the word you don't know that can help you with the meaning?
- What is your thesis?
- What evidence will you use to support your argument?
- How can your claim or argument be supported with evidence and reasoning?
- How do you incorporate counterclaims into your argumentative writing?
- Do you refute counterarguments using appropriate evidence and reasoning?
- Did you select the appropriate organizational pattern to organize your composition?
- Did you create a conclusion that clearly summarizes your argument and provides the audience with a clear call to action?
- How did you determine which sources you would use?
- How did you know those sources were credible?
- What is the tone of your composition?
- What words or phrases did you use to develop the tone?

Novel Study Readings (Students Choose 1)

- *The Hate You Give* by Angie Thomas (young adult fiction)
- *All American Boys* by Jason Reynolds and Brendan Kiely (young adult fiction)
- *Where the Crawdads Sing* by Delia Owens (young adult fiction)
- *The Book Thief* by Markus Zusak (young adult fiction)

Novel Study Key Concepts/Learning Targets

- I can initiate and contribute to a variety of collaborative discussions.
- I can express my ideas concisely and persuasively in a discussion.
- I can use the ideas of others as a baseline for adding my

Novel Study Question Stems:

- How can I participate effectively in a group discussion?
- What is the best method to initiate a discussion?
- How will you vary your discussion technique based on the size of your group?
- How will you build on the ideas of others?
- What techniques will you use to clearly express your ideas?
- What techniques will you use to persuasively express your ideas?
- How will you make sure that you all work together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- What techniques will you use to ensure quality input from all?
- Have you heard anything that made you change your ideas/opinions?
- How have you acknowledged new ideas of your peers?
- What evidence can you present for/against _____?

<p>own ideas.</p> <ul style="list-style-type: none"> • I know when to listen to my peers and when to respond. • I can examine, analyze, and reflect on ideas in a discussion using evidence. • I can set norms and define individual roles for considerate discussions and decision making when working with peers. • I can track progress toward specific goals and deadlines in a discussion with peers. • I can expand conversations by posing and responding to questions that relate to the broader themes or larger ideas of a discussion. • I can actively incorporate others into the discussion. • I can clarify, verify, or challenge ideas and conclusions in a discussion. <p><u>GrammarFlip Lessons</u> Phrases & Clauses: 2.05 Action Verb Phrases vs. Linking Verb Phrases 2.06 Verb Phrases with Interrupters 2.05 Action Verb Phrases vs. Linking Verb Phrases 2.06 Verb Phrases with Interrupters 3.04 Prepositional Phrases Functioning as Adjective Phrases 3.05 Prepositional Phrases Functioning as Adverbs Phrases 2.26: Independent Clauses 2.28 Dependent Subordinate Clauses 3.14 Elliptical Clauses 3.17 Noun Clauses 3.20 Participles & Participial Phrases 3.21 Dangling Participles Unit Test</p>	<ul style="list-style-type: none"> • How does your evidence support your opinion? • What might you want to discuss more deeply with your group? • What evidence can you pull from these materials to support your ideas? • What other resources could you use to support your thinking? • How can you explain the evidence you chose? • How does this evidence support your opinion? • What is your role in this discussion? • How can your role in this discussion help others? • What goals and deadlines have you set for yourself? • How will your goals affect others in this group? • How do your individual goals relate to goals of the group? • What are some questions you might ask during the discussion? • What is the purpose of this discussion? • What progress was made during this discussion? • How can you track the progress of a discussion? • What decisions does your group need to make? • What norms will help your discussion be productive? • How do you know when your group has reached a consensus? • How can you elicit more evidence in a conversation? • How do you ensure that everyone in the discussion provides input? • What techniques can you use to determine the validity of the ideas and conclusions of others? • How can you restate or clarify your own argument to ensure better understanding? • How can you adjust your argument to include perspectives other than your own? • How can you relate specific discussion details to broader themes? • What questioning strategies can you use to draw deeper discussion from group members?
<p><u>Resources/Activities</u></p>	<p><u>Assessments</u></p>

<ul style="list-style-type: none"> • Elements of Rhertoric & Persuasion PowerPoint and notes • Jim Crow Law and The Great Depression PowerPoint • <i>To Kill a Mockingbird</i> by Harper Lee (novel) • “We Wear the Mask” by Paul Laurence Dunbar (poem) • “The Mask” by Maya Angelou (poem) • “Caged Bird” by Maya Angelou (poem) • “Sympathy” by Paul Laurence Dunbar (poem) • “Letter from Birmingham Jail” by Martin Luther King Jr (letter) • “Statement by Alabama Clergymen” by Alabama Clergymen (primary source) • “First Inaugural Address of Franklin D. Roosevelt” by Franklin D Rosevelt (speech) • “All Together Now” by Barbara Jordan (speech) • “Credo: What I Believe” by Neil Gaiman (personal essay) • “The Unfinished Business of the 1963 March on Washington” by Economic Policy Institute (infographic) • Classroom visit from local attorney 	<ul style="list-style-type: none"> • Exit tickets • Close reading questions • Compare and contrast one-pager • Literary analysis packet • Novel critical thinking questions • Constructed response items • Rhetoric analysis packet • Novel section quizzes • Unit test • Infographic Project
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<u>Semester 2 Unit 5 Theme</u> Perceptions (Elements of Drama)	<u>Duration of Unit</u> 12 Days (Block Scheduling) 23 Days (School Calendar)	<u>Essential Question(s)</u> To what extent does experience determine what we perceive?
<p align="center"><u>End of Unit 4 Authentic Learning Task</u></p> <p>Students will create newspaper pages that capture all the drama of the trial while placing the story into the context of the time <i>Twelve Angry Men</i> debuted as a movie, 1957. The lead story on the page can be the outcome of the trial. students will invent interviews with lawyers, witnesses and even the jurors. They can add appropriate illustrations to represent courtroom events. Then, they can add a range of other news stories relevant to</p>		

1957. They can also add political events, entertainment news, a cartoon, and advertisements.

Standards: 9-10.RN.4.1,9-10.RN.4.3,9-10.RN.2.3

Pacing: Semester 2 Unit 4 Days 67-78

Indiana Academic Standards

9-10.RN.1, 9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.W.1, 9-10.W.3.3, 9-10.W.4, 9-10.SL.1, 9-10.SL.2.1, 9-10.SL.2.2, 9-10.SL.2.3, 9-10.SL.2.4, 9-10.SL.2.5,9-10.RV.3.1, 9-10.RV.3.2, 9-10.RV.3.3,9-10.W.6.1, 9-10.W.6.2

Academic Vocabulary

Standards-Based Vocabulary:

analysis, cite, explicit, inference, interpretation, textual evidence,
parallelism, analyze, central idea, character, conflict, climax, dialogue, exposition, narrative, pacing, plot, point of view, draft, edit, publish, revise,
writing process, clarify, concise, consensus, delivery style, examine, reflect, collegial, consensus, norms, theme, verify, justify, perspective, qualify,
metaphor, simile, personification, oxymoron tone, connotation diction euphemism figurative language, connotation, diction figurative language
tone, oxymoron, euphemism figure of speech

Advancing Vocabulary Skills:

Chapter 15 - analogy, annihilate, criterion, emanate, holistic, placebo, proficient, staunch, subversive, vindicate

Chapter 16 - disparity, forestall, insidious, insinuate, interrogate, obsequious, omnipotent, opportune, permeate, retribution

Chapter 17 - complement, discreet, fastidious, flout, heinous, implement, impromptu, inference, intuition, obtrusive

Marzano Vocabulary:

monologue, fallacy, internal conflict, external conflict, soliloquy, stream of consciousness, limited point of view

Key Concepts/Learning Targets

- I can identify and use parallelism in writing.
- I can identify details that are explicitly stated in the text.
- I can make inferences based on textual evidence.
- I can identify the central ideas in nonfiction texts.
- I can explain which details help to develop the central ideas of a nonfiction text.
- I can analyze how the central ideas of a nonfiction text interact and build on one another.

- I can analyze how the author structures events, ideas in a nonfiction text.
- I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text.
- I can explain how different elements interact to develop a nonfiction text.
- I can analyze the connections that an author draws between different elements of a text.
- I can write an introduction that includes the setting, situation, conflict, point of view, narrator, and characters.
- I can create a progression of events and experiences in a story.
- I can use narrative techniques to develop experiences, events, and characters in a story.
- I can use a variety of techniques to sequence events so they build on one another.
- I can use precise words and phrases and sensory language to create a vivid picture of the experiences, events, settings, and characters.
- I can write an ending to my narrative.
- I can apply the writing process.
- I can plan and develop a draft.
- I can revise my writing using appropriate reference materials.
- I can focus my writing for a specific purpose and audience.
- I can edit my writing.
- I can use technology to generate, produce, publish, and update my writing and the writing I do with others.
- I can use technology to link to and display other information.
- I can initiate and contribute to a variety of collaborative discussions.
- I can express my ideas concisely and persuasively in a discussion.
- I can use the ideas of others as a baseline for adding my own ideas.
- I know when to listen to my peers and when to respond.
- I can examine, analyze, and reflect on ideas in a discussion using evidence.
- I can set norms and define individual roles for considerate discussions and decision-making when working with peers.
- I can track progress toward specific goals and deadlines in a discussion with peers.
- I can expand conversations by posing and responding to questions that relate to the broader themes or larger ideas of a discussion.
- I can actively incorporate others into the discussion.
- I can clarify, verify, or challenge ideas and conclusions in a discussion.
- I can respond thoughtfully to multiple perspectives in a discussion.
- I can summarize points of agreement and disagreement in a discussion.
- I can qualify or justify personal views and understanding to make new connections when evidence and reasoning is presented.

- I can analyze the meaning of words and phrases as they are used in a work of literature, including figurative and connotative meanings.
- I can analyze the impact of specific word choices on meaning and tone.
- I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
- I can evaluate the effectiveness of specific word choices on meaning and tone.
- I can interpret figures of speech and analyze their role in a text.

Question Stems

- What is the effect of using parallelism in the passage?
- How does parallelism in this passage emphasize the _____ (idea, character trait, theme, etc.)?
- How does using parallelism in your writing impact your message?
- How does the use of parallel structure show how your ideas are juxtaposed?
- What examples of parallelism can you identify?
- What are important quotations from the text?
- How do these quotations relate to the central idea of the text?
- What is the difference between explicit and implicit detail in a text?
- Which details are explicitly stated?
- Does the evidence presented support the main idea of the text?
- What significance does the quote hold? How does it connect to a broader audience?
- What evidence in the text can help determine the author's purpose?
- What inferences can be made about the text?
- Which parts of the text would you use as evidence to support your ideas?
- Do you agree with the author's interpretation of evidence? Why or why not?
- What are the central ideas of the text?
- How are the central ideas introduced?
- What details are used to shape the central idea?
- How do the central ideas of a text relate to each other?
- Which details are necessary to illustrate the similarities and differences between the central ideas of the text?
- How would you summarize this text?
- How do the central ideas of the text build on one another?
- How does the author sequence the events of the text?

- Is the text effectively organized? Why or why not?
- How could the main points in a text be more clearly organized?
- Which components work together to develop the sequence of events?
- How does the author use different elements of the text (individuals, ideas, events) to develop the central idea of the work?
- How could the order of ideas be changed to present the central idea more clearly?
- How does the author introduce the main points of the text?
- How does the author use evidence to develop the main ideas in a text?
- How does the author connect the ideas or events in a text?
- Who will be the narrator in your story?
- From what point of view will your story be told?
- What narrative style will you use?
- How will you provide the reader with the appropriate background knowledge?
- How will you create cohesion in your story?
- How will you decide what information to reveal to the reader and what information to withhold?
- What organization pattern will you use?
- Which narrative techniques will you use?
- Why are the narrative techniques you chose appropriate for your story?
- Is your vocabulary clear and concise?
- Does your story utilize an appropriate plot structure?
- Does your story have a conclusion that explains what was learned or gained?
- Does your narrative have a clear purpose?
- What is the purpose or focus of the piece?
- What aspects are most significant?
- How will you plan your writing?
- How does your planning template relate to what you're writing?
- Is the structure you selected the most effective format for conveying your ideas?
- Is additional evidence, description, or clarification needed?
- Do all sentences belong? Do some sentences need to be reworded or deleted?
- Is your writing free of writing convention errors?
- Where should you go if you need help editing?

- Does your writing meet the needs of your audience?
- Does your writing achieve your purpose?
- How will you use technology to produce and publish your writing?
- How can you use technology to write collaboratively?
- What tools will you utilize in to order to display your information in a flexible and dynamic manner?
- How will your information be easily updated?
- Have you efficiently presented the relationships between information and ideas?
- How and when will you link to other information?
- How can you participate effectively in a group discussion?
- What is the best method to initiate a discussion?
- How will you vary your discussion technique based on the size of your group?
- How will you build on the ideas of others?
- What techniques will you use to clearly express your ideas?
- What techniques will you use to persuasively express your ideas?
- How will you make sure that you are all working together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- How has the new information affected your own views?
- What techniques will you use to ensure quality input from all?
- Have you heard anything that made you change your ideas/opinions?
- How have you acknowledged new ideas of your peers?
- What evidence can you present for/against _____?
- How does your evidence support your opinion?
- What might you want to discuss more deeply with your group?
- What evidence can you pull from these materials to support your ideas?
- What other resources could you use to support your thinking?
- How can you explain the evidence you chose?
- How does this evidence support your opinion?
- What is your role in this discussion?
- How can your role in this discussion help others?
- What goals and deadlines have you set for yourself?

- How will your goals affect others in this group?
- How do your individual goals relate to the goals of the group?
- What are some questions you might ask during the discussion?
- What is the purpose of this discussion?
- What progress was made during this discussion?
- How can you track the progress of a discussion?
- What decisions does your group need to make?
- What norms will help your discussion be productive?
- How do you know when your group has reached consensus?
- How can you elicit more evidence in a conversation?
- How do you ensure that everyone in the discussion provides input?
- What techniques can you use to determine the validity of the ideas and conclusions of others?
- How can you restate or clarify your own argument to ensure better understanding?
- How can you adjust your argument to include perspectives other than your own?
- How can you relate specific discussion details to broader themes?
- What questioning strategies can you use to draw deeper discussion from group members?
- How can you summarize agreements and disagreements that occurred during the discussion?
- Can you support your views with evidence and research?
- Are you able to establish connections between currently held beliefs and new evidence?
- How do you thoughtfully respond to viewpoints that contradict your own?
- How will you qualify your personal views?
- How did the evidence and reasoning in a discussion change your thinking?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refers to _____ as _____ ?
- How does the meaning change if _____ were replaced by _____ ?
- If you wrote this story from a different point of view, what changes in language would you make?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refer to _____ as _____ ?

- How does the meaning change if _____ were replaced by _____ ?
- How do you determine the meaning of unknown words in nonfiction texts?
- What clues helped you to understand the meaning of words?
- What is the figurative meaning behind the phrase _____?
- What is the difference between figurative language and technical language?
- Does the word or phrase have a positive or negative connotation? How do you know?
- What is the technical meaning of _____? How does it differ from the word's figurative meaning?
- What is the tone of the text? What words or phrases does the author use to create the tone?
- What is the author's attitude toward the subject? How do you know?
- What is the effect of using _____?
- How does _____ support the writer's attitude?
- What ideas are contrasted in using words _____ and _____ side by side?
- What euphemism does the author make?
- Why does the author use a euphemism in this context?
- What oxymorons can you identify in this text?

Resources/Activities

- Elements of drama and tragedy PowerPoint and notes
- Building Background Activities
 - “Greek Mythology: The Twelve Olympian Gods” by The Lightning Thief Reader’s Guide
 - Diagram of the Acropolis of Athens
 - “Sophocles” by World History Encyclopedia
 - Variety of images and diagrams of the Theater of Dionysus
- *The Tragedy of Julius Caesar* by William Shakespeare
- “Conscientious Objector” by Edna St. Vincent Millay (poem)

GrammarFlip Lessons

Phrases & Clauses:

- 2.05 Action Verb Phrases vs. Linking Verb Phrases
- 2.06 Verb Phrases with Interrupters
- 2.05 Action Verb Phrases vs. Linking Verb Phrases
- 2.06 Verb Phrases with Interrupters
- 3.04 Prepositional Phrases Functioning as Adjective Phrases
- 3.05 Prepositional Phrases Functioning as Adverbs Phrases
- 2.26: Independent Clauses
- 2.28 Dependent Subordinate Clauses
- 3.14 Elliptical Clauses
- 3.17 Noun Clauses
- 3.20 Participles & Participial Phrases
- 3.21 Dangling Participles

Unit Test

<ul style="list-style-type: none"> • “<i>from</i> An Enemy of the People by Henrik Ibsen” by Henrik Ibsen (translated by Rolf Fjelde) (drama) • <i>12 Angry Men</i> by Reginald Rose • “<i>from A Raisin in the Sun</i>” by Lorraine Hansberry 	<p style="text-align: right;"><u>Assessments</u></p> <ul style="list-style-type: none"> • Unit pretest & post-test • Exit tickets • Selection tests • Comprehension questions • Critical thinking questions • Constructed response items • Two-Page Spreads • GrammarFlip assessments • GrammarFlip unit test • Informational Writing Assignment
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<u>Semester 2 Unit 6 Theme</u>	<u>Duration of Unit</u>	<u>Essential Question(s)</u>
Elements of Theme and Oral Tradition Mini Exit Project	15 Days (Block Scheduling) 30 Days (School Calendar)	Can anyone be a hero? Is heroism possible for everyone?
<p style="text-align: center;"><u>End of Unit 4 Authentic Learning Task</u></p> <p>Students will explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and point of view. Students research this figure, collect artifacts/props, dress up, and present an important legend to guests.</p> <p>Standards: 9-10.RL.2.1, 9-10.RL.2.3,9-10.RL.4.2,9-10.W.3.2,9-10.W.4,9-10.W.5,9-10.SL.2.29-10.SL.4.2</p>		

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<u>Indiana Academic Standards</u>

9-10.RN.1, 9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RN.4.2, RN.4.3, 9-10.W.1, 9-10.W.2, 9-10.W.3.2, 9-10.W.4, 9-10.W.6.1, 9-10.W.6.2, 9-10.RV.1, 9-10.RV.2.1, 9-10.RV.2.2, 9-10.RV.2.3, 9-10.RV.3.1, 9-10.RV.3.2, 9-10.RV.3.3

Academic Vocabulary

Standards-Based Vocabulary:

analysis, cite, explicit, inference, interpretation, textual evidence, analyze, central idea, conclusion, informative, introduction, redundant, style, tone, connotation diction euphemism figurative language, metaphor, simile, personification, oxymoron tone, medium, seminal, theme, connotation context, denotation, context clue denotation nuance, connotation, diction figurative language tone,

Advancing Vocabulary Skills:

Chapter 18 - auspicious, expedite, extenuating, fraudulent, innuendo, rebuke, redeem, subordinate, transgress, vehement

Chapter 19 - deride, derogatory, fabricate, impeding, macabre, misconstrue, paramount, quandary, turbulent, validate

Chapter 20 - abrasive, admonish, antiheiss, culmination docile, emulate, hierarchy, incapacitate, prognosis, tumult

Marzano Vocabulary:

objective, reliable source, subjective, refutation, archetype, diction, epic

Concepts/Learning Key Targets

- I can identify details that are explicitly stated in the text.
- I can make inferences based on textual evidence.
- I can identify the central ideas in nonfiction texts.
- I can explain which details help to develop the central ideas of a nonfiction text.
- I can analyze how the central ideas of a nonfiction text interact and build on one another.
- I can analyze how the author structures events, ideas in a nonfiction text.
- I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text.
- I can explain how different elements interact to develop a nonfiction text.
- I can analyze the connections that an author draws between different elements of a text.
- I can apply the writing process.
- I can plan and develop a draft.
- I can revise my writing using appropriate reference materials.
- I can focus my writing for a specific purpose and audience.
- I can edit my writing.

- I can use technology to generate, produce, publish, and update my writing and the writing I do with others.
- I can use technology to link to and display other information.
- I can write informative compositions in a variety of forms.
- I can write an introduction that previews what is to follow and organizes ideas.
- I can include formatting, graphics, and multimedia when useful.
- I can use relevant facts, definitions, details, quotes, and examples from various sources to develop my topic.
- I can use appropriate and varied transitions.
- I can choose language and content-specific vocabulary to express ideas precisely and concisely.
- I can establish and maintain a style appropriate to the purpose and audience.
- I can write a conclusion.
- I can analyze the meaning of words and phrases as they are used in a work of literature, including figurative and connotative meanings.
- I can analyze the impact of specific word choices on meaning and tone.
- I can analyze various accounts of a subject told in different mediums.
- I can determine which details are emphasized in various accounts of a subject told in different mediums.
- I can analyze U.S. and world documents, including how they address related themes and concepts.
- I can use context to determine the meaning of words and phrases.
- I can analyze nuances in the meaning of words with similar denotations.
- I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
- I can evaluate the effectiveness of specific word choices on meaning and tone.
- I can interpret figures of speech and analyze their role in a text.

Question Stems

- What are important quotations from the text?
- How do these quotations relate to the central idea of the text?
- What is the difference between explicit and implicit detail in a text?
- Which details are explicitly stated?
- Does the evidence presented support the main idea of the text?
- What significance does the quote hold? How does it connect to a broader audience?
- What evidence in the text can help determine the author's purpose?
- What inferences can be made about the text?
- Which parts of the text would you use as evidence to support your ideas?

- Do you agree with the author's interpretation of evidence? Why or why not?
- What are the central ideas of the text?
- How are the central ideas introduced?
- What details are used to shape the central idea?
- How do the central ideas of a text relate to each other?
- Which details are necessary to illustrate the similarities and differences between the central ideas of the text?
- How would you summarize this text?
- How do the central ideas of the text build on one another?
- How does the author sequence the events of the text?
- Is the text effectively organized? Why or why not?
- How could the main points in a text be more clearly organized?
- Which components work together to develop the sequence of events?
- How does the author use different elements of the text (individuals, ideas, events) to develop the central idea of the work?
- How could the order of ideas be changed to present the central idea more clearly?
- How does the author introduce the main points of the text?
- How does the author use evidence to develop the main ideas in a text?
- How does the author connect the ideas or events in a text?
- What is the purpose or focus of the piece?
- What aspects are most significant?
- How will you plan your writing?
- How does your planning template relate to what you're writing?
- Is the structure you selected the most effective format for conveying your ideas?
- Is additional evidence, description, or clarification needed?
- Do all sentences belong? Do some sentences need to be reworded or deleted?
- Is your writing free of writing convention errors?
- Where should you go if you need help editing?
- Does your writing meet the needs of your audience?
- Does your writing achieve your purpose?
- How will you use technology to produce and publish your writing?
- How can you use technology to write collaboratively?
- What tools will you utilize in to order to display your information in a flexible and dynamic manner?

- How will your information be easily updated?
- Have you efficiently presented the relationships between information and ideas?
- How and when will you link to other information?
- What is the central idea of your composition and how will you develop it in the text?
- What resources can you find to learn more about your topic?
- How will you include information from these resources in your writing?
- How will you determine if the resources are credible?
- What is the best way to organize your information?
- What text structure will you use for your informative composition (e. g. definition, sequence, comparison, cause and effect, or problem and solution)?
- What transitions should be included to clarify relationships between ideas?
- What headings, charts, tables, or graphics can you use to help your reader understand your writing?
- How can you revise your writing to eliminate repetition?
- Could your writing be more clear or concise?
- What style and tone are appropriate for your audience? How will you create the style and tone in your writing?
- What content specific vocabulary should you use or explain to your reader?
- How does your conclusion support or extend the presentation of the information?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refers to _____ as _____ ?
- How does the meaning change if _____ were replaced by _____ ?
- If you wrote this story from a different point of view, what changes in language would you make?
- How do the different accounts of a subject vary?
- Which details are emphasized in print media?
- Which details are emphasized in the multimedia account?
- Which method of storytelling is the most effective for the subject? How do you know?
- What is the purpose of this document?
- What is the literary significance of this document?
- How do these documents address the same theme?
- How do the themes and ideas in these documents relate?
- How effective is this document?
- What do you think this word means? How do you know?
- What words or phrases helped you determine the meaning of this word?
- Can you prove the meaning of a word using the surrounding text?

- Do you see a word that is similar or opposite of the word you don't know that can help you with the meaning?
- How can the writer adjust specific word choices to support a more formal tone?
- If the author's purpose is to inspire [insert emotion] in their audience, which of the following sentences is most likely to achieve this effect?
- Though _____ and _____ have similar denotations, how does their meaning differ?
- How does this word make you feel as the reader?
- What is the emotional impact of this word?
- How does the meaning of this word differ based on how it is used in context?
- What does the word _____ mean in this context?
- What effect does the author create when they compares _____ to _____ ?
- What does the author imply when they refer to _____ as _____ ?
- How does the meaning change if _____ were replaced by _____ ?
- How do you determine the meaning of unknown words in nonfiction texts?
- What clues helped you to understand the meaning of words?
- What is the figurative meaning behind the phrase _____ ?
- What is the difference between figurative language and technical language?
- What is the effect of using _____ ?
- How does _____ support the writer's attitude?
- What ideas are contrasted in using words _____ and _____ side by side?
- What euphemism does the author make?
- Why does the author use a euphemism in this context?
- What oxymorons can you identify in this text?

Novel Study Readings (Students Choose 1)

- *The Sun is Also a Star* by Nicola Yoon (fiction)
- *A Heart in a Body in the World* by Deb Caletti (fiction)
- *Five Feet Apart* by Rachel Lippincott with Mikki Daughtry and Tobias Iaconis (fiction)

Novel Study Key Concepts/Learning Targets

- I can initiate and contribute to a variety of collaborative discussions.

Novel Study Question Stems:

- How can I participate effectively in a group discussion?
- What is the best method to initiate a discussion?
- How will you vary your discussion technique based on the size of your group?
- How will you build on the ideas of others?
- What techniques will you use to clearly express your ideas?
- What techniques will you use to persuasively express your ideas?
- How will you make sure that you all work together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- What techniques will you use to ensure quality input from all?
- Have you heard anything that made you change your ideas/opinions?
- How have you acknowledged new ideas of your peers?

<ul style="list-style-type: none"> ● I can express my ideas concisely and persuasively in a discussion. ● I can use the ideas of others as a baseline for adding my own ideas. ● I know when to listen to my peers and when to respond. ● I can examine, analyze, and reflect on ideas in a discussion using evidence. ● I can set norms and define individual roles for considerate discussions and decision-making when working with peers. ● I can track progress toward specific goals and deadlines in a discussion with peers. ● I can expand conversations by posing and responding to questions that relate to the broader themes or larger ideas of a discussion. ● I can actively incorporate others into the discussion. ● I can clarify, verify, or challenge ideas and conclusions in a discussion. 	<ul style="list-style-type: none"> ● What evidence can you present for/against _____? ● How does your evidence support your opinion? ● What might you want to discuss more deeply with your group? ● What evidence can you pull from these materials to support your ideas? ● What other resources could you use to support your thinking? ● How can you explain the evidence you chose? ● How does this evidence support your opinion? ● What is your role in this discussion? ● How can your role in this discussion help others? ● What goals and deadlines have you set for yourself? ● How will your goals affect others in this group? ● How do your individual goals relate to goals of the group? ● What are some questions you might ask during the discussion? ● What is the purpose of this discussion? ● What progress was made during this discussion? ● How can you track the progress of a discussion? ● What decisions does your group need to make? ● What norms will help your discussion be productive? ● How do you know when your group has reached a consensus? ● How can you elicit more evidence in a conversation? ● How do you ensure that everyone in the discussion provides input? ● What techniques can you use to determine the validity of the ideas and conclusions of others? ● How can you restate or clarify your own argument to ensure better understanding? ● How can you adjust your argument to include perspectives other than your own? ● How can you relate specific discussion details to broader themes? ● What questioning strategies can you use to draw deeper discussion from group members?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> ● Elements of Oral Tradition and Theme Powerpoint and Notes ● from “<i>Things Fall Apart</i>” by Chinua Achebe (fiction) ● “<i>Prometheus and the First People</i>” by Olivia E. Coolidge (myth) ● from “<i>Sundiata: An Epic of Old Mali</i>” D.T. Niane (epic) ● “<i>Cupid and Psyche</i>” by Lucius Apuleius (myth) 	<p style="text-align: center;"><u>GrammarFlip Lessons</u></p> <p>Agreement</p> <ul style="list-style-type: none"> 1.25 Subject-Verb Agreement 1.12 Personal Pronouns & Antecedents 3.13 Parallel Construction 3.07 Reflexive Pronouns

- “*Ashputtle*” The Brothers Grim (fairy tale)
- “*The Orphan Boy and the Elk Dog*” by Native American: The Blackfeet
- “*Rama’s Initiation*” from “*The Ramayana*” by R.K. Narayan (epic poems)
- from “*Don Quixote*” by Miguel de Cervantes (novel excerpt)
- “Damon and Pythias” retold by William F. Russell (legend)
- *Two Friends* by Guy de Maupassant (short story)

Assessments

- Unit pretest & post-test
- Exit tickets
- Selection tests
- Comprehension questions
- Critical thinking questions
- Constructed response items
- First-person perspective presentation
- GrammarFlip Assessments

- 3.08 Intensive Pronouns
- 3.09 Interrogative Pronouns vs. Interrogative Adjectives
- 3.10 Indefinite Pronouns vs. Indefinite Adjectives
- Pronoun/Antecedent Agreement (NIGF)
- 3.13 Parallel Construction

Modifiers

- 1.13 Common Adjectives
- 1.16 Proper Adjectives
- Adverbs (NIGF)
- 3.03 Misplaced Modifiers Part I Words & Phrases
- 3.18 Misplaced Modifiers Part II Clauses
- 3.09 Interrogative Pronouns vs. Interrogative Adjectives
- 3.10 Indefinite Pronouns vs. Indefinite Adjectives
- 3.11 Conjunctive Adverbs
- 3.15 Adjective Clauses and Relative Pronouns
- 3.16 Adverb Clauses and Relative Adverbs
- 3.22 Gerunds and Gerund Phrases
- 3.23 Possessive Use with Gerunds
- 3.24 Infinitives and Infinitive Phrases

Indiana Academic Standards Addressed and Assessed Each Term
English 10
(A=assessed; I=introduced; P=practiced; R=reviewed)
(Green=high priority; Yellow=moderate priority; Blue=low priority)

Standard	Standard Statement	Term 1	Term 2	Term 3	Term 4
Reading Literature					
9-10.RL.1	Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	I,P,A	P,A	R,P,A	R,P,A
9-10.RL.2.1	Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.	I,P,A	R,P,A	R,P,A	R,P,A
9-10.RL.2.2	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details.	I,P,A	P,A	R,P,A	P,A
9-10.RL.2.3	Analyze how dynamic 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.	I,P,A	I,P,A	R,P,A	P,A
9-10.RL.2.4	Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	I,P,	A	P	P
9-10.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	I,P,A	P,A	R,P,A	P,A
9-10.RL.3.2	Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).	I,P,A	R	R	A

9-10.RL.4.1	Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.	I,P	R,A		
9-10.RL.4.2	Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.	I,P,A	P,A	R,P,A	P,A
Reading Nonfiction					
9-10.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	I,P,A		R,P,A	P,A
9-10.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.	I,P,A	P,A	P,A	P,A
9-10.RN.2.2	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	I,P,A	P,A	P,A	P,A
9-10.RN.2.3	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.	I,P,A	P,A	P,A	P,A
9-10.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.		I,P	R,P,A	
9-10.RN.3.2	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	I,P,A	P,A	R,P,A	P,A
9-10.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	I,P,A	R,P,A	R,P,A	P,A
9-10.RN.4.1	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.	I,P,A		R,P,A	P,A

9-10.RN.4.2	Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.	I,P,A	P,A	R,P,A	P,A
9-10.RN.4.3	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	I,P,A		R,P,A	
Reading Vocabulary					
9-10.RV.1	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I,P,A	P,A	P,A	P,A
9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	I,P,A	P,A	P,A	P,A
9-10.RV.2.2	Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.	I,P,A	P,A	P,A	P,A
9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.	I,P,A	P,A	P,A	P,A
9-10.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I,P,A	P,A	P,A	P,A
9-10.RV.2.5	Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	I,P	P	P	P
9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	I,P,A	P,A	P,A	P,A
9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	I,P,A	P,A	P,A	P,A

9-10.RV.3.3	Interpret figures of speech in context and analyze their role in the text.	I,P,A	P,A	P,A	P,A
Writing					
5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	I,P,A	R,P,A	R,P,A	R,P,A
5.W.2.1	Students are expected to build upon and continue applying concepts learned previously. 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.	P,A	P,A	P,A	P,A
5.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	P,A	P,A	P,A	P,A
5.W.3.1	Write persuasive compositions in a variety of forms that – a. Clearly present a position in an introductory statement to an identified audience. b. Support the position with qualitative and quantitative facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Use language appropriate for the identified audience. e. Connect reasons to the position using words, phrases, and clauses. f. Provide a concluding statement or section related to the position presented.			I,P,A	
5.W.3.2	Write informative compositions on a variety of topics that - a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. c. Connect ideas within and across categories using transition words (e.g. therefore, in addition). d. Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension. e. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic			I,P,A	R,P,A

	and audience. f. Provide a concluding statement or section related to the information or explanation presented.				
5.W.3.3	Write narrative compositions in a variety of forms that – a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. d. Use precise and expressive vocabulary and figurative language for effect. e. Provide an ending that follows from the narrated experiences or events.	I,P,A			
5.W.4	Apply the writing process to – a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. b. Use technology to interact and collaborate with others to publish legible documents.	I,P,A	R,P,A	R,P,A	R,P,A
5.W.5	Conduct short research assignments and tasks on a topic. a. With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?). b. Identify and acquire information through reliable primary and secondary sources. c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. e. Present the research information, choosing from a variety of sources.	I,P,A	I,P,A	I,P,A	I,P,A
5.W.6.1	Demonstrate command of English grammar and usage, focusing on: 5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying	I,P,A	R,P,A	R,P,A	R,P,A

	conventions learned previously. 4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. 5.W.6.1b Verbs – a. Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. b. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).				
5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: 5.W.6.2a Capitalization – Applying correct usage of capitalization in writing. 5.W.6.2b Punctuation – a. Applying correct usage of apostrophes and quotation marks in writing. b. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. 5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.	I,P,A	R,P,A	R,P,A	R,P,A
Speaking and Listening					
5.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	I,P	P	P	P
5.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	I,P	P	P	P
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	I,P,A	P	P	R,A
5.SL.2.3	Establish and follow agreed-upon rules for discussion.	I,P,A	P	P,A	P,A
5.SL.2.4	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	I,P,A	P	P	P,A
5.SL.2.5	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	I,P,A	P,A	P,A	P,A

5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I,P,A	P	P	P
5.SL.3.2	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	I,P,A			
5.SL.4.1	Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	I,P,A			
5.SL.4.2	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	I,P,A	A	A	A
5.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.	P,A	P,A	P,A	P,A
Media Literacy					
5.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.			I,P,A	
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.	I,P,A		R	
5.ML.2.2	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	I,P,A		R	