

Centerville Sr. High School Curriculum Mapping
English 9 Honors
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English 9 Honors 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 9 Honors is an accelerated English program for freshmen. Students will study vocabulary, composition, and literature. Critical thinking is an important part of this honors program. This class is for the student who enjoys English and is highly motivated to perform well in the English field. Summer reading assignments are required.

<u>Unit 1 Themes</u>	<u>Duration of Unit</u>	<u>Essential Questions</u>
<p>There is a savage beast in each of us. War and fear bring out this savage beast, destroying friendships in the process.</p> <p>War leads to a loss of innocence.</p>	<p>Summer Reading ... and Approximately First 7-8 Weeks of School</p>	<p>What are the effects of both war and fear on individuals and on friendships?</p> <p>IS there a savage beast in each of us?</p>
<p style="text-align: center;"><u>End of Unit 1 Authentic Learning Tasks</u></p> <p>Students will evaluate both the characters and the key objects/symbols in these two pieces by assigning them letter grades on report cards of the students' own creation.</p> <p>In groups, students will create an abstract painting presentation that shows how the mood, themes, and characters in <i>Lord of the Flies</i> are the same as in <i>A Separate Peace</i>. The purpose of this project is to explore how themes and character types repeat throughout literature.</p> <p>Students will explore the differences between males and females and hypothesize how the events in <i>Lord of the Flies</i> and <i>A Separate Peace</i> would have been similar, and how they would have been different, had the characters in each piece been female instead of male. They will then turn this into a research project, exploring the idea of gender, aggression, and the innate savagery in each of us.</p> <p>Standards: 9-10.RL.2.1, 9-10.RL.2.2, 9-10.RL.2.3, 9-10.RL.3.1, 9-10.RL.4.2, 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.SL.3.2, 9-10.SL.4.1, 9-10.SL.4.2, 9-10.SL.4.3, 9-10.W.1, 9-10.W.4, 9-10.W.5, 9-10.W.1, 9-10.W.6.1, 9-10.W.6.2</p>		

Unit 1 Pacing:

Indiana Academic Standards

9-10.RL.1, 9-10.RL.2.1, 9-10.RL.2.2, 9-10.RL.2.3, 9-10.RL.3.1, 9-10.RL.3.2, 9-10.RL.4.1, 9-10.RL.4.2, 9-10.RV.1, 9-10.RV.2.1, 9-10.RV.2.2, 9-10.RV.2.4, 9-10.RV.2.5, 9-10.RV.3.2, 9-10.W.1, 9-10.W.2, 9-10.W.3.1, 9-10.W.3.2, 9-10.W.4, 9-10.W.5, 9-10.W.6.1, 9-10.W.6.2, 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.SL.3.1, 9-10.SL.3.2, 9-10.SL.4.1, 9-10.SL.4.2, 9-10.SL.4.3, 9-10.RN.1, 9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RN.3.1, 9-10.RN.3.2, 9-10.RN.3.3, 9-10.RN.4.1, 9-10.RN.4.2, 9-10.ML.1, 9-10.ML.2.1

Key Concepts/Learning 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 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 through differences in character perspectives.
- 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 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 use context to determine the meaning of words and phrases.
- I can identify and use patterns of word changes that indicate different meanings or parts of speech.
- 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 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 write arguments in a variety of forms.
- I can introduce precise claims and counterclaims.
- I can establish clear relationships among claims, reasons, and evidence.
- I can develop claims 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.
- 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 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 conduct short and sustained research assignments and tasks to build knowledge.
- I can formulate an inquiry question.
- I can refine and narrow the focus as research evolves.
- I can gather and assess information from multiple sources.
- I can synthesize and integrate information in my research.
- I can avoid plagiarism and follow a standard format for citation.
- I can present research information in a variety of formats.
- I can identify and use parallelism in writing.
- I can use a semicolon to link two or more independent clauses.

- 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 multiple sources of information presented in diverse media and formats.
- I can evaluate the credibility and accuracy of each source.
- I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- I can identify fallacious reasoning or exaggerated or distorted evidence in a speaker's argument.
- I can present information, findings, and supporting evidence logically.
- I can create a presentation with a cohesive line of reasoning.
- I can develop organization, substance, and style in a presentation that are appropriate to the purpose, audience, and task.
- I can create presentations with strategic and creative use of digital media to enhance understanding of findings, reasoning, and 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 analyze the connections that an author draws between different elements of a text.
- I can identify the claim in a nonfiction text.
- I can analyze how details from a nonfiction text support an author's claims or ideas.
- I can analyze how sections of a nonfiction text help refine and develop the ideas.
- I can determine an author's perspective or purpose in a nonfiction text.
- I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text.
- I can delineate and evaluate an author's argument.
- I can delineate and evaluate specific claims in a nonfiction text.
- I can determine if the reasoning in a nonfiction text is valid.

- I can determine if the evidence in a nonfiction text is relevant and sufficient.
- I can identify false statements and fallacious reasoning.
- 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 media for bias or inaccurate information.
- I can analyze why specific information was included in a piece of media.
- I can analyze why specific information was excluded from a piece of media.

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 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 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 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 point of view from which the story is told create suspense to the story?
- What is the difference between the character's point of view and the reader's?
- 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?
- 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?
- Which version of the text is the most impactful or effective? Why?
- Which version of the story resonates most with you? Why?
- 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 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?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix or root provide?
- How do you change the form of the word to change the part of speech?
- How can you use your knowledge of a root word to determine the meaning of an unknown word?
- 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 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 your thesis?
- What evidence will you use to support your argument?
- How can your claim or argument be supported with evidence and reasoning?
- Did you select the appropriate organizational pattern to organize your composition?
- 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?
- 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 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?
- Have you efficiently presented the relationships between information and ideas?
- How and when will you link to other information?
- What subject are you investigating?
- What is your inquiry question?
- How will you locate sources?
- Where did your source come from? How does its origin affect its credibility?
- How do you know if a source is credible or accurate?
- How do you cite your sources correctly?
- Where can you look for more information on how to correctly cite your sources?
- How does the information drawn from various sources provide an answer to your question?
- Is the information from the various sources consistent and complementary?
- Does your inquiry question need to be altered as a result of your findings?
- Is your research generating more questions?
- Does your inquiry need to be more narrow or broad as a result of your investigation?

- How can you best summarize your findings?
- Did you appropriately use summarizing, paraphrasing, and/or direct quotes with explanations?
- What did you learn from this inquiry?
- What new understanding of the subject do you have?
- Did you avoid plagiarism by citing your sources by using MLA or APA citation process?
- What is the effect of using parallelism in the passage?
- How does the use of parallel structure show how your ideas are juxtaposed?
- What examples of parallelism can you identify?
- 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?
- How can you participate effectively in a group 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 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?
- How do you know when your group has reached consensus?
- 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?
- 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?
- How do you determine if a source is credible?
- How do you determine if a source is accurate?
- How do you determine if a source is unbiased and relevant?
- How does the speaker use diverse media?
- What is the effect of using different formats to deliver the information?
- What is the purpose of the presentation?
- What is the speaker's point of view?
- Is the speaker's perspective credible?
- What evidence does the speaker use to support their claims?
- To what extent is this evidence effective?
- Is the speaker's argument reasonable and based on logic?
- What rhetorical devices does the speaker use? Are they used effectively?
- How does the use of rhetorical devices enhance the speaker's argument?
- What evidence seems distorted or exaggerated? How so?
- What is the effect of this questionable evidence on the speaker's argument?
- What is the purpose or goal of your presentation?
- What is your thesis?
- What message do you want your audience to take away?
- What evidence will you use to support your thesis?
- Where could you add more evidence to support your claim?

- Is there cohesion in the presentation of your claim?
- Did you use an appropriate organizational pattern?
- How will you choose your publishing method for this presentation? Which platforms are most appropriate?
- What is the message or information you want to convey to your audience?
- What digital media can you use to enhance the presentation of your ideas?
- How did the use of technology help convey your message to the audience?
- How can you keep your presentation focused?
- What other technology can you use to help clarify the ideas in your presentation?
- How can you incorporate visual media into your presentation to enhance your reasoning and evidence?
- How can you effectively use multimedia and visual displays to add interest without being distracting?
- 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 author's claim?
- Which sentence most clearly identifies the author's claim?
- How does the author use details to support their claim?
- Which sentences help refine the author's ideas?
- Which paragraph in the text supports the author's claim? Why?
- How does this section of the text help develop the author's ideas?
- What is the author's perspective? How do you know?
- What is the author's purpose? How do you know?
- How does the author use details to develop their purpose?
- Which rhetorical devices are employed by the author? Are they used effectively?
- What is the author's claim?
- What evidence does the author use to support the claim? Is the evidence relevant and sufficient?
- Is the author's claim logical and reasonable?
- Is the author's reasoning sound?
- Are there any false statements?
- Is there any fallacious reasoning?
- 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 details are emphasized in the multimedia account?
- Which method of storytelling is the most effective for the subject? How do you know?
- What important information is excluded from this message?
- How has the author created bias in the presentation of information?
- Why might the author have excluded that information?
- Why did the author include _____?
- What effect does excluding this information have on the overall message?
- What effect does including this information have on the overall message?

Academic Vocabulary

Standards-Based Vocabulary:

analyze, cite, explicit, inference, interpret, textual evidence, theme, dynamic character, plot, static

Resources/Activities

- William Golding's *Lord of the Flies* (novel)
- John Knowles' *A Separate Peace* (novel)
- SpongeBob "Magic Conch Shell" Episode (video - classroom DVD)
- The Simpsons "Das Bus" Episode (video - classroom DVD)

character, evaluate, flashback, foreshadowing, literary device, mood, tension, dramatic irony, irony, point of view, suspense, allusion, archetype, myth, parts of speech, root word, etymology, diction, tone, argument, claim, counterclaim, introduction, organizational pattern, reasoning, style, thesis, tone, transitions, conclusion, informative, redundant, draft, edit, publish, revise, writing process, annotate, APA, MLA, citation, inquiry question, plagiarism, research, sources, synthesize, verb, parallelism, semicolon, independent clause, clarify, concise, consensus, delivery style, perspective, persuasive, examine, reflect, verify, justify, qualify, summary, accuracy, credible, integrate, media, evaluate, fallacious, rhetoric, central idea, delineate, medium, bias, media, reliability

Marzano Vocabulary:

mood, tone, theme, allegory, allusion, symbolism, imagery, foreshadowing, flashback, colloquialism, parody, point of view, first person point of view, third person limited point of view, third person omniscient point of view, irony, situational irony, dramatic irony, verbal irony

- “Now Where Have I Seen Her Before” (Chapter 4 from Thomas C. Foster’s *How to Read Literature Like a Professor* - classroom resource)
- “Science Take: Fight Club for Flies” (*New York Times* online video)
- “To Study Aggression, A Fight Club for Flies” (James Gorman’s *New York Times* science piece)
- “Why Studies of Human Fruit Flies Are Relevant to Understanding Human Aggression” (David J. Anderson’s *Dana Foundation* report)
- “The real Lord of the Flies: what happened when six boys were shipwrecked for for 15 months” (Rutger Bregman’s *The Guardian* piece)
- “The Real Lord of the Flies” (Rutger Bregman’s *The Saturday Evening Post* piece)
- “The ‘real Lord of the Flies’: a survivor’s story of shipwreck and salvation” (Kate Lyon’s interview piece in *The Guardian*)
- “Rutger Bregman: the Dutch historian who rocked Davos and unearthed the real Lord of the Flies” (Jonathan Freedland’s *The Guardian* piece)
- “A real life Lord of the Flies: The 50-year-old story of a group of teens stranded on an island” (CBS *60 Minutes* video -- online)
- Grammar Flip 1.02 (capitalization: basic rules), 1.03 (capitalization: advanced rules), 1.21 (quotation marks vs. italics), 2.14 (quotation marks in dialogue)

Assessments

- Students will complete three typed journal responses over *Lord of the Flies*.
- Students will take a multiple choice test over each novel.
- Students will complete reading quizzes over chapters 1-3, 4-6, and 7-9 of *A Separate Peace*. These quizzes will consist of short answer and short essay.
- Students will create online trading cards and report cards over the characters, symbols, and important objects found in *Lord of the Flies* and *A Separate Peace*.
- In groups, students will create an abstract painting presentation that shows how the mood, themes, and characters in *Lord of the Flies* are the same as in *A Separate Peace*. The purpose of this project is to explore how themes and character types repeat throughout literature.
- Students will compose a novel poem over *Lord of the Flies*. The purpose of this assignment is to capture the overall mood, events, and themes of the piece.
- After watching the SpongeBob “Magic Conch Shell” episode and The Simpsons “Das Bus” episode, students will analyze each cartoon’s portrayal of the symbols and events

	<p>from <i>Lord of the Flies</i>.</p> <ul style="list-style-type: none"> • Students will complete a side-by-side comparison of a science video and article to a passage from <i>Lord of the Flies</i>. Afterwards, they will complete a Q & A and write several short essays in response to the ideas presented. • Students will explore the differences between males and females and hypothesize how the events in <i>Lord of the Flies</i> and <i>A Separate Peace</i> would have been similar, and how they would have been different, had the characters in each piece been female instead of male. After completing the science video and article lesson, students will complete a collaborative research project, exploring the idea of gender, aggression, and the innate savagery in each of us. The findings from their research will then be presented to the rest of the class. • Students will look at a real life 1965 <i>Lord of the Flies</i> scenario. They will analyze, critique, compare, and contrast two newspaper articles, one book review, a written interview, and a <i>60 Minutes</i> video all over the same 1965 incident. • Students will complete Grammar Flip lessons 1.02 (capitalization: basic rules), 1.03 (capitalization: advanced rules), 1.21 (quotation marks vs. italics), 2.14 (quotation marks in dialogue).
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<u>Unit 2 Themes</u>	<u>Duration of Unit</u>	<u>Essential Questions</u>
<p>When people are treated as subhuman and are subjected to the constant threat of death, they may, in their battle to survive, lose their ability to act with decency toward one another, including those they once loved.</p> <p>One's humanity -- a person's ability to both feel human and to empathize with others -- is one of the worst commodities a person can lose.</p> <p>War, fear, and the struggle to survive bring out the savage beast in each of us.</p>	<p>Approximately 10-11 Weeks</p>	<p>How did the Nazis go about systematically dehumanizing the Jews during the Holocaust?</p> <p>What effects did the Holocaust have on Jewish individuals, their religion, and their familial relationships?</p> <p>How do we ensure we never repeat the atrocities done to the Jews during WWII?</p>

End of Unit 2 Authentic Learning Tasks

After looking at allegorical portrayals of the Holocaust, students will work in groups to compose and illustrate an allegorical children's story of their own, which they will then present to the rest of the class. The message in this story should be one of tolerance and acceptance.

Students will complete a research project over Dr. Seuss, his political views, and his political cartoons during WWII.

Standards: 9-10.RL.1, 9-10.RL.2.1, 9-10.2RL.2.2, 9-10.RL.2.4, 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.RN.3.1, 9-10.RN.3.2, 9-10.RN.3.3, 9-10.RN.4.1, 9-10.RN.4.2, 9-10.RN.4.3, 9-10.W.3.3, 9-10.W.4, 9-10.W.5, 9-10.W.6.1, 9-10.W.6.2, 9-10.SL.1, 9-10.SL.2.1, 9-10.SL.2.3, 9-10.SL.2.5, 9-10.SL.4.2, 9-10.SL.4.3, 9-10.ML.1, ML2.1, ML2.2

Unit 2 Pacing:

Indiana Academic Standards

9-10.RL.1, 9-10.RL.2.1, 9-10.2RL.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.1, 9-10.RV.2.1, 9-10.RV.2.2, 9-10.RV.2.3, 9-10.RV.2.4, 9-10.RV.2.5, 9-10.RV.3.1, 9-10.RV.3.2, 9-10.RV.3.3, 9-10.W.1, 9-10.W.2, 9-10.W.3.1, 9-10.W.3.2, 9-10.W.3.3, 9-10.W.4, 9-10.W.5, 9-10.W.6.1, 9-10.W.6.2, 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.SL.3.1, 9-10.SL.3.2, 9-10.SL.4.1, 9-10.SL.4.2, 9-10.SL.4.3, 9-10.RN.1, 9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RN.3.1, 9-10.RN.3.2, 9-10.RN.3.3, 9-10.RN.4.1, 9-10.RN.4.2, 9-10.RN.4.3, 9-10.ML.1, ML2.1, ML2.2

Key Concepts/Learning 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 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 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 use context to determine the meaning of words and phrases.
- I can analyze nuances in the meaning of words with similar denotations.
- I can identify and use patterns of word changes that indicate different meanings or parts of speech.
- 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 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 write arguments in a variety of forms.
- I can introduce precise claims and counterclaims.
- I can establish clear relationships among claims, reasons, and evidence.
- I can develop claims 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.
- 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 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 conduct short and sustained research assignments and tasks to build knowledge.
- I can formulate an inquiry question.
- I can refine and narrow the focus as research evolves.
- I can gather and assess information from multiple sources.
- I can synthesize and integrate information in my research.
- I can avoid plagiarism and follow a standard format for citation.
- I can present research information in a variety of formats.
- I can identify and use parallelism in writing.
- I can use a semicolon to link two or more independent clauses.
- 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 multiple sources of information presented in diverse media and formats.
- I can evaluate the credibility and accuracy of each source.
- I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- I can identify fallacious reasoning or exaggerated or distorted evidence in a speaker's argument.
- I can present information, findings, and supporting evidence logically.
- I can create a presentation with a cohesive line of reasoning.
- I can develop organization, substance, and style in a presentation that are appropriate to the purpose, audience, and task.
- I can create presentations with strategic and creative use of digital media to enhance understanding of findings, reasoning, and 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 identify the claim in a nonfiction text.
- I can analyze how details from a nonfiction text support an author's claims or ideas.
- I can analyze how sections of a nonfiction text help refine and develop the ideas.
- I can determine an author's perspective or purpose in a nonfiction text.
- I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text.
- I can delineate and evaluate an author's argument.
- I can delineate and evaluate specific claims in a nonfiction text.
- I can determine if the reasoning in a nonfiction text is valid.
- I can determine if the evidence in a nonfiction text is relevant and sufficient.
- I can identify false statements and fallacious reasoning.
- 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 analyze media for bias or inaccurate information.
- I can analyze why specific information was included in a piece of media.
- I can analyze why specific information was excluded from a piece of media.
- I can analyze and interpret the changing role of media.
- I can analyze and interpret how media has focused the public's attention on events.
- I can analyze and interpret the media's role in forming the public's opinion on issues.

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 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 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 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 point of view from which the story is told create suspense 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 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?
- 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?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix or root provide?
- How do you change the form of the word to change the part of speech?
- How can you use your knowledge of a root word to determine the meaning of an unknown word?
- 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 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?
- 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?
- Did you select the appropriate organizational pattern to organize your composition?
- 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?
- 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?
- 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?
- Have you efficiently presented the relationships between information and ideas?
- How and when will you link to other information?
- What subject are you investigating?
- What is your inquiry question?
- How will you locate sources?
- Where did your source come from? How does its origin affect its credibility?
- How do you know if a source is credible or accurate?
- How do you cite your sources correctly?
- Where can you look for more information on how to correctly cite your sources?
- How does the information drawn from various sources provide an answer to your question?
- Is the information from the various sources consistent and complementary?
- Does your inquiry question need to be altered as a result of your findings?
- Is your research generating more questions?
- Does your inquiry need to be more narrow or broad as a result of your investigation?
- How can you best summarize your findings?
- Did you appropriately use summarizing, paraphrasing, and/or direct quotes with explanations?
- What did you learn from this inquiry?
- What new understanding of the subject do you have?
- Did you avoid plagiarism by citing your sources by using MLA or APA citation process?
- What is the effect of using parallelism in the passage?
- How does the use of parallel structure show how your ideas are juxtaposed?
- What examples of parallelism can you identify?
- 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?
- How can you participate effectively in a group 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 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?
- How do you know when your group has reached consensus?
- 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?
- 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?
- How do you determine if a source is credible?
- How do you determine if a source is accurate?
- How do you determine if a source is unbiased and relevant?
- How does the speaker use diverse media?
- What is the effect of using different formats to deliver the information?

- What is the purpose of the presentation?
- What is the speaker's point of view?
- Is the speaker's perspective credible?
- What evidence does the speaker use to support their claims?
- To what extent is this evidence effective?
- Is the speaker's argument reasonable and based on logic?
- What rhetorical devices does the speaker use? Are they used effectively?
- How does the use of rhetorical devices enhance the speaker's argument?
- What evidence seems distorted or exaggerated? How so?
- What is the effect of this questionable evidence on the speaker's argument?
- What is the purpose or goal of your presentation?
- What is your thesis?
- What message do you want your audience to take away?
- What evidence will you use to support your thesis?
- Where could you add more evidence to support your claim?
- Is there cohesion in the presentation of your claim?
- Did you use an appropriate organizational pattern?
- How will you choose your publishing method for this presentation? Which platforms are most appropriate?
- What is the message or information you want to convey to your audience?
- What digital media can you use to enhance the presentation of your ideas?
- How did the use of technology help convey your message to the audience?
- How can you keep your presentation focused?
- What other technology can you use to help clarify the ideas in your presentation?
- How can you incorporate visual media into your presentation to enhance your reasoning and evidence?
- How can you effectively use multimedia and visual displays to add interest without being distracting?
- 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 author's claim?
- Which sentence most clearly identifies the author's claim?
- How does the author use details to support their claim?
- Which sentences help refine the author's ideas?
- Which paragraph in the text supports the author's claim? Why?
- How does this section of the text help develop the author's ideas?
- What is the author's perspective? How do you know?
- What is the author's purpose? How do you know?
- How does the author use details to develop their purpose?
- Which rhetorical devices are employed by the author? Are they used effectively?
- What is the author's claim?
- What evidence does the author use to support the claim? Is the evidence relevant and sufficient?
- Is the author's claim logical and reasonable?
- Is the author's reasoning sound?
- Are there any false statements?
- Is there any fallacious reasoning?
- 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 important information is excluded from this message?
- How has the author created bias in the presentation of information?
- Why might the author have excluded that information?
- Why did the author include _____?
- What effect does excluding this information have on the overall message?
- What effect does including this information have on the overall message?
- What different outlets has the media used over time?
- How does the media's message change for a particular audience? Why?
- Compared to previous generations, how do Americans feel about the media today?
- Why does the media focus the public's attention on certain events?
- What is the effect of media shaping public opinion?

Academic Vocabulary

Standards-Based Vocabulary:

analyze, cite, explicit, inference, interpret, textual evidence, theme, dynamic character, plot, static character, evaluate, flashback, foreshadowing, literary device, mood, tension, dramatic irony, irony, point of view, suspense, allusion, archetype, myth, context, connotation, denotation, nuance, context clue, parts of speech, root word, etymology, diction, euphemism, figurative language, metaphor, simile, personification, oxymoron, argument, claim, counterclaim, introduction, organizational pattern, reasoning, style, thesis, tone, transitions, conclusion, informative, redundant, character, conflict, climax,

Resources/Activities

- Elie Wiesel's *Night* (novel)
- Elie Wiesel's Buchenwald picture (image)
- Steven Spielberg's *Schindler's List* (video - classroom DVD)
- Oprah's Interview with Elie Weisel at Auschwitz (video - classroom DVD)
- Elie Wiesel's Nobel Peace Prize Acceptance Speech (connections at the end of the novel)
- Sonia Schreiber Weitz's "Mauthausen May 1945" and "My Black Messiah" (connections at the end of the novel)
- S. B. Unsderfer's "The Yellow Star" (connections at the end of the novel)
- John Aloysius Farrell's "Why *Do* They Visit?" (connections at the end of the novel)
- Dr. Seuss's *Yertle the Turtle* (children's book)
- Dr. Seuss's *The Sneeches* (children's book)
- Dr. Seuss's WWII political cartoons (images)
- Richard H. Minear's "Yertle, Hitler, and Dr. Seuss" (teacher resource)
- Wislawa Szymborska's "Hitler's First Photograph" (poem)

dialogue, exposition, narrative, pacing, plot, resolution, sensory language, setting, draft, edit, publish, revise, writing process, annotate, APA, MLA, citation, inquiry question, plagiarism, research, sources, synthesize, verb, parallelism, semicolon, independent clause, clarify, concise, consensus, delivery style, perspective, persuasive, examine, reflect, verify, justify, qualify, reasoning, summary, accuracy, credible, integrate, media, evaluate, fallacious, rhetoric, medium, bias, reliability, central idea, delineate, media

Marzano Vocabulary:

allegory, inference, ambiguity, foreshadowing, connotation, denotation, imagery, point of view, euphemism, figure of speech, apostrophe, personification, simile, metaphor, synecdoche, metonymy, hyperbole, understatement, oxymoron, paradox, irony, dramatic irony, situational irony, verbal irony, diction, syntax

- Leonard Cohen's "All There Is To Know About Adolph Eichmann" (poem)
- Martin Niemoller's "First They Came" (poem)
- *Protocols of the Elders of Zion* (historical document -- online)
- Videos, articles, and journals over the self-fulfilling prophecy and the Pygmalion effect (teacher resources)
- Grammar Flip 1.15 (colons), 1.30 (comma splices, run-ons, fragments), 2.07 (commas between two adjectives), 2.24 (commas: essential and nonessential), 2.30 (semicolons: between independent clauses), 2.32 (commas after introductory clauses)

Assessments

- Students will complete short, in-class, handwritten essay quizzes. The purpose of these quizzes is to not only test for reading comprehension, but to also work on grammar and composition.
- In groups, students will complete various novel scavenger hunts, where they will search for literary terms being used by the author.
- Students will be given a multiple choice test at the end of the unit.
- Students will be given matching quizzes over the literary terms being studied. These quizzes will consist of both definitions and examples.
- Students will complete a story book project using designated literary terms under study.
- Students will participate in group discussions over *Night*.
- Students will complete Q & A's over the connection pieces at the back of the novel.
- In groups, students will use the Story Jumper website to compose and illustrate an allegorical children's story about the Holocaust. They will then present their narratives to the rest of the class.
- Students will write an analytical essay over Wislawa Szymborska's "Hitler's First Photograph."
- Students will write an analytical essay over Leonard Cohen's "All There Is to Know About Adolph Eichmann."
- Students will conduct short research assignments over Amon Goeth and Adolph Eichmann.
- Students will complete a research project over Dr. Seuss, his political views, and his political cartoons during WWII.

	<ul style="list-style-type: none"> • Students will examine <i>The Protocols of the Elders of Zion</i> and other propaganda spread by the Nazis. • Students will complete various assignments over the self-fulfilling prophesy and the Pygmalion effect. • Students will complete Grammar Flip lessons 1.15 (colons), 1.30 (comma splices, run-ons, fragments), 2.07 (commas between two adjectives), 2.24 (commas: essential and nonessential), 2.30 (semicolons: between independent clauses), 2.32 (commas after introductory clauses).
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<p align="center"><u>Unit 3 <i>Iliad</i> Themes</u></p> <p>Romantic love, parental love, and the love of close friends are all powerful motivators for individuals.</p> <p>Although men are mortal, they may obtain immortality through their deeds.</p> <p>Holding on to hate and grudges can potentially destroy the lives of those we love.</p> <p align="center"><u>Unit 3 <i>Odyssey</i> Themes</u></p> <p>There is no place like home.</p> <p>Strength of mind is as important as strength of body. Cunning can win over muscle.</p> <p>Appearances can be deceiving.</p> <p>It is important to be hospitable to strangers.</p>	<p align="center"><u>Duration of Unit</u></p> <p align="center">Approximately 12 Weeks</p>	<p align="center"><u><i>Iliad</i> Essential Questions</u></p> <p>How do romantic love, parental love, and love of close friends motivate individuals? Is one more powerful of a motivator than another?</p> <p>What is the potential effect of holding on to hate or to a grudge?</p> <p align="center"><u><i>Odyssey</i> Essential Questions</u></p> <p>How powerful is the idea of home?</p> <p>Are brains equal to brawn? Which is better: to be intelligent, but physically weak, or physically strong, but unintelligent?</p>
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End of Unit 3 Authentic Learning Tasks

In groups, students will use their creativity and critical thinking skills to create a presentation that is a miniature version of the longer *Odyssey* project they will be required to complete on their own.

Students will use their creativity and critical thinking skills to complete the *Odyssey* project. This project combines writing and technology to either 1.) produce an *Odyssey*-themed amusement park experience or 2.) produce an *Odyssey*-themed cruise ship vacation and itinerary of events.

Standards: 9-10.RL.2.1, 9-10.RL.2.2, 9-10.RL.2.3, 9-10.RV.1, 9-10.W.1, 9-10.W.4, 9-10.W.6.1, 9-10.W.6.2, 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.SL.4.2, 9-10.SL.4.3

Unit 3 Pacing:

Indiana Academic Standards

9-10.RL.1, 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.4.1, 9-10.RV.1, 9-10.RV.2.1, 9-10.RV.2.2, 9-10.RV.2.4, 9-10.RV.2.5, 9-10.RV.3.2, 9-10.RV.3.3, 9-10.W.1, 9-10.W.2, 9-10.W.3.1, 9-10.W.3.2, 9-10.W.4, 9-10.W.5, 9-10.W.6.1, 9-10.W.6.2, 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.SL.3.1, 9-10.SL.3.2, 9-10.SL.4.2, 9-10.SL.4.3, 9-10.RN.1, 9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RN.3.1, 9-10.RN.3.2, 9-10.RN.3.3, 9-10.RN.4.1, 9-10.RN.4.2, 9-10.RN.4.3, 9-10.ML.1

Key Concepts/Learning 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 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 through differences in character perspectives.
- 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 use context to determine the meaning of words and phrases.
- I can identify and use patterns of word changes that indicate different meanings or parts of speech.
- 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 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 write arguments in a variety of forms.
- I can introduce precise claims and counterclaims.
- I can establish clear relationships among claims, reasons, and evidence.
- I can develop claims 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.
- 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 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 conduct short and sustained research assignments and tasks to build knowledge.
- I can formulate an inquiry question.
- I can refine and narrow the focus as research evolves.
- I can gather and assess information from multiple sources.
- I can synthesize and integrate information in my research.
- I can avoid plagiarism and follow a standard format for citation.
- I can present research information in a variety of formats.
- I can identify and use parallelism in writing.
- I can use a semicolon to link two or more independent clauses.
- 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 multiple sources of information presented in diverse media and formats.
- I can evaluate the credibility and accuracy of each source.
- I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- I can identify fallacious reasoning or exaggerated or distorted evidence in a speaker's argument.
- I can create presentations with strategic and creative use of digital media to enhance understanding of findings, reasoning, and 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 analyze the connections that an author draws between different elements of a text.
- I can identify the claim in a nonfiction text.

- I can analyze how details from a nonfiction text support an author's claims or ideas.
- I can analyze how sections of a nonfiction text help refine and develop the ideas.
- I can determine an author's perspective or purpose in a nonfiction text.
- I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text.
- I can delineate and evaluate an author's argument.
- I can delineate and evaluate specific claims in a nonfiction text.
- I can determine if the reasoning in a nonfiction text is valid.
- I can determine if the evidence in a nonfiction text is relevant and sufficient.
- I can identify false statements and fallacious reasoning.
- 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.

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 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 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 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 point of view from which the story is told create suspense to the story?
- What is the difference between the character's point of view and the reader's?
- 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?
- 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?
- Which version of the text is the most impactful or effective? Why?
- Which version of the story resonates most with you? Why?
- 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?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix or root provide?
- How do you change the form of the word to change the part of speech?
- How can you use your knowledge of a root word to determine the meaning of an unknown word?
- 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 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?
- 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?
- Did you select the appropriate organizational pattern to organize your composition?
- 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?
- 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 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?
- Have you efficiently presented the relationships between information and ideas?
- How and when will you link to other information?
- What subject are you investigating?
- What is your inquiry question?
- How will you locate sources?
- Where did your source come from? How does its origin affect its credibility?
- How do you know if a source is credible or accurate?
- How do you cite your sources correctly?
- Where can you look for more information on how to correctly cite your sources?
- How does the information drawn from various sources provide an answer to your question?
- Is the information from the various sources consistent and complementary?
- Does your inquiry question need to be altered as a result of your findings?
- Is your research generating more questions?
- Does your inquiry need to be more narrow or broad as a result of your investigation?

- How can you best summarize your findings?
- Did you appropriately use summarizing, paraphrasing, and/or direct quotes with explanations?
- What did you learn from this inquiry?
- What new understanding of the subject do you have?
- Did you avoid plagiarism by citing your sources by using MLA or APA citation process?
- What is the effect of using parallelism in the passage?
- How does the use of parallel structure show how your ideas are juxtaposed?
- What examples of parallelism can you identify?
- 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?
- How can you participate effectively in a group 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 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?
- How do you know when your group has reached consensus?
- 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?
- 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?
- How do you determine if a source is credible?
- How do you determine if a source is accurate?
- How do you determine if a source is unbiased and relevant?
- How does the speaker use diverse media?
- What is the effect of using different formats to deliver the information?
- What is the purpose of the presentation?
- What is the speaker's point of view?
- Is the speaker's perspective credible?
- What evidence does the speaker use to support their claims?
- To what extent is this evidence effective?
- Is the speaker's argument reasonable and based on logic?
- What rhetorical devices does the speaker use? Are they used effectively?
- How does the use of rhetorical devices enhance the speaker's argument?
- What evidence seems distorted or exaggerated? How so?
- What is the effect of this questionable evidence on the speaker's argument?
- What is the message or information you want to convey to your audience?
- What digital media can you use to enhance the presentation of your ideas?
- How did the use of technology help convey your message to the audience?
- How can you keep your presentation focused?
- What other technology can you use to help clarify the ideas in your presentation?

- How can you incorporate visual media into your presentation to enhance your reasoning and evidence?
- How can you effectively use multimedia and visual displays to add interest without being distracting?
- What is the message or information you want to convey to your audience?
- What digital media can you use to enhance the presentation of your ideas?
- How did the use of technology help convey your message to the audience?
- How can you keep your presentation focused?
- What other technology can you use to help clarify the ideas in your presentation?
- How can you incorporate visual media into your presentation to enhance your reasoning and evidence?
- How can you effectively use multimedia and visual displays to add interest without being distracting?
- 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 author's claim?
- Which sentence most clearly identifies the author's claim?
- How does the author use details to support their claim?
- Which sentences help refine the author's ideas?
- Which paragraph in the text supports the author's claim? Why?
- How does this section of the text help develop the author's ideas?
- What is the author's perspective? How do you know?
- What is the author's purpose? How do you know?
- How does the author use details to develop their purpose?
- Which rhetorical devices are employed by the author? Are they used effectively?
- What is the author's claim?
- What evidence does the author use to support the claim? Is the evidence relevant and sufficient?
- Is the author's claim logical and reasonable?
- Is the author's reasoning sound?
- Are there any false statements?
- Is there any fallacious reasoning?
- 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?

Academic Vocabulary

analyze, cite, explicit, inference, interpret, textual evidence, theme, dynamic character, plot, static character, evaluate, literary device, mood, parallel episode, tension, dramatic irony, irony, point of view, suspense, context, parts of speech, root word, etymology, diction, tone, figure of speech, argument, claim, counterclaim, introduction,

Resources

- Homer's *Iliad* (online text)
- Homer's *Odyssey* (hardback text)
- "Alexander's Pillow Book" (Chapter 1 from Martin Puncher's *The Written World* - classroom resource)
- *Troy* (classroom DVD)
- *The Odyssey* (classroom DVD)
- *Oh Brother, Where Art Thou?* (classroom DVD)

organizational pattern, reasoning, style, thesis, tone, transitions, conclusion, informative, redundant, draft, edit, publish, revise, writing process, annotate, APA, MLA, citation, inquiry question, plagiarism, research, sources, synthesize, verb, parallelism, semicolon, independent clause, clarify, concise, consensus, delivery style, perspective, persuasive, examine, reflect, verify, justify, qualify, reasoning, summary, valid, evaluate, fallacious, rhetoric, accuracy, credible, integrate, media, research, central idea, delineate, medium

Marzano Vocabulary

epic, epic hero, Ilium, odyssey, epithet, invocation of the muse, in medias res, epic or Homeric metaphor

- *The SpongeBob SquarePants Movie* (classroom DVD)
- Margaret Atwood's "Siren Song" (poem)
- Louise Gluck's "Circe's Power" (poem)
- C. P. Cavafy's "Ithaka" (poem)
- "How we showed Homer's Odyssey is not pure fiction, with a little help from Facebook" (article reprinted on the *Phys Org.* website)
- "The science behind the myth: Homer's 'Odyssey'" (TED-Ed video)
- "Slivers of Science in Homer's 'The Odyssey'" (Matt Kaplin's *Discover* piece)
- "Did ancient Troy really exist?" (TED-Ed video)
- "Was There a Trojan War?" (Manfred Korfmann's *Archeology Magazine* piece)
- "The Trojan War: History or Myth?" (Philip Chrysopoulos's *Greek Reporter* piece)
- Grammar Flip 1.18 (common homophones), 1.19 (commonly confused pairs), 3.14 (elliptical clauses), 3.19 (who vs. whom)

Assessments

- Students will conduct research over the Greek gods and goddesses and then use technology to create posters that demonstrate their knowledge of these classical mythical figures.
- Students will complete daily quizzes over the reading. The *Iliad* quizzes will each have a short essay portion to them.
- In groups, students will use their creativity and critical thinking skills to create a presentation that is a miniature version of the longer *Odyssey* project they will be required to complete on their own.
- Students will use their creativity and critical thinking skills to complete the *Odyssey* project. This project combines writing and technology skills to either 1.) produce an *Odyssey*-themed amusement park experience or 2.) produce an *Odyssey*-themed cruise ship vacation and itinerary of events.
- Students will compose a typed analysis in which they explore the similarities between *The SpongeBob SquarePants Movie* and Homer's *Odyssey*.
- Students will evaluate *Oh Brother, Where Art Thou?*'s interpretation of the *Odyssey*.
- Students will evaluate *Troy*'s portrayal of the *Iliad*.
- Students will complete various assignments over the nonfiction pieces (news and science articles) in this unit.

	<ul style="list-style-type: none"> Students will write analytical essays over the poems in this unit. The Margaret Atwood piece, specifically, was the 2000 AP Lit. and Composition exam's writing prompt #1. Students were given both the poem ("Siren Song") and the <i>Odyssey</i> excerpt about the sirens. They were then asked to compare and contrast the two. Students will complete Grammar Flip lessons 1.18 (common homophones), 1.19 (commonly confused pairs), 3.14 (elliptical clauses), 3.19 (who vs. whom).
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<u>Unit 4 Themes</u>	<u>Duration of Unit</u>	<u>Essential Questions</u>
<p>Love and hate are equally powerful.</p> <p>Holding on to hate and grudges can potentially destroy the lives of those we love.</p> <p>The impulsivity of youth can often lead to folly ... but so can the stubbornness of age.</p>	Approximately 6 Weeks	<p>Is it better to be young and impetuous, but without prejudices, or old and wise, but stubborn?</p> <p>Why is this story such a timeless one?</p>
<p align="center"><u>End of Unit 4 Authentic Learning Task</u></p> <p>Students will have a bit of fun with the Shakespearean language by using technology to create entertaining posters for this unit. Each poster will take a line from the play and pair it with a picture that portrays the <i>literal</i> interpretation of the words displayed. The effect is something close to a modern day meme.</p> <p>Standards: 9-10.RL.2.1, 9-10.RV.2.1, 9-10.RV.3.1, 9-10.RV.3.3, 9-10.W.4</p>		

Unit 4 Pacing:
<u>Indiana Academic Standards</u>
<p>9-10.RL.1, 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.4.1, 9-10.RV.1, 9-10.RV.2.1, 9-10.RV.2.2, 9-10.RV.2.3, 9-10.RV.2.4, 9-10.RV.2.5, 9-10.RV.3.1, 9-10.RV.3.2, 9-10.RV.3.3, 9-10.W.1, 9-10.W.2, 9-10.W.4, 9-10.W.6.1, 9-10.W.6.2, 9-10.SL.1, 9-10.SL.2.1, 9-10.SL.2.2, 9-10.SL.2.4, 9-10.SL.2.5, 9-10.SL.4.3, 9-10.RN.1, 9-10.RN.2.1, 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RN.3.1, 9-10.RN.3.2, 9-10.RN.3.3, 9-10.RN.4.1, 9-10.RN.4.2, 9-10.ML.1, 9-10.ML.2.2</p>

Key Concepts/Learning 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 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 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 use context to determine the meaning of words and phrases.
- I can analyze nuances in the meaning of words with similar denotations.
- I can identify and use patterns of word changes that indicate different meanings or parts of speech.
- 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 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 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 identify and use parallelism in writing.
- I can use a semicolon to link two or more independent clauses.
- 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 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 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 identify the claim in a nonfiction text.
- I can analyze how details from a nonfiction text support an author's claims or ideas.
- I can analyze how sections of a nonfiction text help refine and develop the ideas.
- I can determine an author's perspective or purpose in a nonfiction text.
- I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text.
- I can delineate and evaluate an author's argument.
- I can delineate and evaluate specific claims in a nonfiction text.
- I can determine if the reasoning in a nonfiction text is valid.
- I can determine if the evidence in a nonfiction text is relevant and sufficient.
- 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 and interpret the changing role of media.
- I can analyze and interpret how media has focused the public's attention on events.
- I can analyze and interpret the media's role in forming the public's opinion on issues.

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 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 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 create tension 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 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 actors 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?
- Which version of the story resonates most with you? Why?
- 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?
- 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?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix or root provide?
- How do you change the form of the word to change the part of speech?
- How can you use your knowledge of a root word to determine the meaning of an unknown word?
- 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 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 oxymorons can you identify in this text?
- What is the purpose or focus of the piece?
- Is the structure you selected the most effective format for conveying your ideas?
- 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?
- What tools will you utilize in to order to display your information in a flexible and dynamic manner?
- Have you efficiently presented the relationships between information and ideas?
- How and when will you link to other information?
- What is the effect of using parallelism in the passage?
- How does the use of parallel structure show how your ideas are juxtaposed?
- What examples of parallelism can you identify?
- 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?
- How can you participate effectively in a group 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?
- 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 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?
- 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 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 author's claim?
- Which sentence most clearly identifies the author's claim?
- How does the author use details to support their claim?
- Which sentences help refine the author's ideas?
- Which paragraph in the text supports the author's claim? Why?
- How does this section of the text help develop the author's ideas?
- What is the author's perspective? How do you know?
- What is the author's purpose? How do you know?
- How does the author use details to develop their purpose?
- Which rhetorical devices are employed by the author? Are they used effectively?
- What is the author's claim?
- What evidence does the author use to support the claim? Is the evidence relevant and sufficient?
- Is the author's claim logical and reasonable?
- Is the author's reasoning sound?
- Are there any false statements?
- Is there any fallacious reasoning?
- 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 different outlets has the media used over time?
- How does the media's message change for a particular audience? Why?
- Compared to previous generations, how do Americans feel about the media today?
- Why does the media focus the public's attention on certain events?
- What is the effect of media shaping public opinion?

Academic Vocabulary

analyze, cite, explicit, inference, interpret, textual evidence, theme, dynamic character, plot, static character, evaluate, literary device, mood, tension, dramatic irony, irony, point of view, suspense, humor, parts of speech, root word, etymology, connotation, denotation, nuance, context clue, diction, figurative language, metaphor, simile, personification, oxymoron, tone, draft, edit, publish, revise, writing process, verb, parallelism, semicolon, independent clause, clarify, concise, delivery style, perspective, persuasive, examine, reflect, verify, justify, qualify, reasoning, summary, central idea, claim, rhetoric, argument, delineate, evaluate, fallacious, reasoning, valid, medium

Marzano Vocabulary

Shakespearean sonnet, iambic pentameter, rhyme scheme, meter, couplet, syllabification, quatrain, prologue, paradox, oxymoron

Resources

- William Shakespeare's *Romeo and Juliet* (play)
- *Romeo and Juliet* 1968 film version (classroom DVD)
- *Romeo + Juliet* 1996 film version (classroom DVD)
- *Gnomio and Juliet* film (classroom DVD)
- Shakespearean sonnets: "Sonnet 18," "Sonnet 71," "Sonnet 116," and "Sonnet 130"
- Erik Didriksen's *Pop Sonnets* (classroom resource)
- News articles ranging from Juliet's statue in Verona ... to the prehistoric Romeo and Juliet skeletons unearthed in Mantua ... to the pair of feathered dinosaurs discovered in the Mongolian desert and nicknamed Romeo and Juliet.
- Science articles ranging from the possible ingredients in the sleeping potion Juliet took to the brain science behind impulsive behavior in teens.
- Handouts over odd and interesting information about William Shakespeare and the times in which he lived. These range from dentistry during Shakespeare's time ... to the development of certain phrases we use today ... to Shakespeare's insults, etc.
- Grammar Flip 1.14 (hyphens), 1.17 (apostrophes: basic rules), 3.02 (apostrophes: joint vs. individual ownership), 3.03 (misplaced modifiers part 1), 3.19 (misplaced modifiers part 2), 3.13 (parallel construction)

Assessments

- Students will memorize the prologue to *Romeo and Juliet*.
- Students will complete in-class quizzes over the reading.
- Students will take a multiple choice test at the conclusion of the play.
- Students will write their own sonnets.
- Students will have a bit of fun with the Shakespearean language by using technology to create entertaining posters for this unit. Each poster will take a line from the play

	<p>and pair it with a picture that portrays the <i>literal</i> interpretation of the words displayed. The effect is something close to a modern day meme.</p> <ul style="list-style-type: none"> • Students will evaluate the accuracy and interpretation of three different movie versions of <i>Romeo and Juliet</i>. • Students will complete various assignments over the nonfiction pieces (news and science articles) in this unit. • Students will complete Grammar Flip lessons 1.14 (hyphens), 1.17 (apostrophes: basic rules), 3.02 (apostrophes: joint vs. individual ownership), 3.03 (misplaced modifiers part 1), 3.19 (misplaced modifiers part 2), 3.13 (parallel construction).
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Indiana Academic Standards Addressed and Assessed Each Term English 9 Honors (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	R, 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	R, P, A	R, P, A	R, 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	I, P, A	R, P, A	R, P, A	R, P, A

	advance the plot or develop the theme.				
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	R, P, A	R, P, A
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	R, P, A	R, P, A	R, 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, P, A	R, P, A	R, P, 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, A		R, P, A	R, P, 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	R, 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	R, P, A	R, 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	R, P, A	R, P, A	R, 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	R, P, A	R, P, A	R, 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	R, P, A	R, P, A	R, 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, A	R, P, A	R, P, A	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	R, P, A	R, P, A	R, 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	R, 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	R, P, A	R, 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	R, P, A	R, P, A	R, 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	R, P, A	R, P, A	R, P, A
9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	I, P, A	R, P, A	R, P, A	R, 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	R, P, A	R, P, A	R, P, A
9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.		I, P, A		R, 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	R, P, A	R, P, A	R, 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, A	R, P, A	R, P, A	R, P, A
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		R, 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	R, P, A	R, P, A	R, P, A
9-10.RV.3.3	Interpret figures of speech in context and analyze their role in the text.		I, P, A	R, P, A	R, P, A
Writing					
9-10.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	I, P, A	R, P, A	R, P, A	R, P, A
9-10.W.2	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 Write legibly in print or cursive, forming letters and words that can be read by others.	I, P, A	R, P, A	R, P, A	R, P, A
9-10.W.3.1	Write arguments in a variety of forms that: a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and	I, P, A	R, P, A	R, P, A	

	<p>evidence, and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>				
9-10.W.3.2	<p>Write informative compositions on a variety of topics that–</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions</p> <p>b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate to the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	I, P, A	R, P, A	R, P, A	
9-10.W.3.3	<p>Write narrative compositions in a variety of forms that–</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>b. Create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		I, P, A		

9-10.W.4	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative</p> <p>a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach,focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <p>b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia)</p> <p>c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</p>	I, P, A	R, P, A	R, P, A	R, P, A
9-10.W.5	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</p> <p>c. Assess the usefulness of each source in answering the research question.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g.,MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats.</p>	I, P, A	R, P, A	R, P, A	
9-10.W.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Pronouns– Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery:6</p> <ul style="list-style-type: none"> ● Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronounantecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents). <p>b. Verbs– Forming and using verbs in the indicative, imperative, interrogative,</p>	I, P, A	R, P, A	R, P, A	R, P, A

	<p>conditional and subjunctive moods.</p> <p>c. Adjectives and Adverbs– Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery 4:</p> <ul style="list-style-type: none"> • Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence. <p>d. Phrases and Clauses– Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 7</p> <ul style="list-style-type: none"> • Recognizing and correcting misplaced and dangling modifiers. e. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. 				
9-10.W.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>a. Capitalization –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • Applying correct usage of capitalization in writing. <p>b. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> <p>c. Spelling –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • Applying correct spelling patterns and generalizations in writing. 	I, P, A	R, P, A	R, P, A	R, P, A
Speaking and Listening					
9-10.SL.1	<p>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.</p>	I, P, A	R, P, A	R, P, A	R, P, A
9-10.SL.2.1	<p>Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.</p>	I, P, A	R, P, A	R, P, A	R, P, A

9-10.SL.2.2	Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.	I, P, A	R, P, A	R, P, A	R, P, A
9-10.SL.2.3	Work with peers to establish norms for collegial discussions and decision-making, set clear goals and deadlines, and individual roles as needed.	I, P, A	R, P, A	R, P, A	
9-10.SL.2.4	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	I, P, A	R, P, A	R, P, A	R, P, A
9-10.SL.2.5	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	I, P, A	R, P, A	R, P, A	R, P, A
9-10.SL.3.1	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	I, P, A	R, P, A	R, P, A	
9-10.SL.3.2	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	I, P, A	R, P, A	R, P, A	
9-10.SL.4.1	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	I, P, A	R, P, A		
9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance audience understanding of findings, reasoning, and evidence.	I, P, A	R, P, A	R, P, A	
9-10.SL.4.3	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.	I, P, A	R, P, A	R, P, A	R, P, A

Media Literacy

9-10.ML.1	Critically analyze information found in a variety of mediums used to persuade, inform, entertain, and transmit culture.	I, P, A	R, P, A	R, P, A	R, P, A
9-10.ML.2.1	Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.	I, P, A	R, P, A		
9-10.ML.2.2	Analyze and interpret the changing role of the media in focusing the public's attention on events and informing their opinions on issues.		I, P, A		R, P, A