

# Grade 10 English/Language Arts School City of East Chicago Central High School

# Grade 10 English/Language Arts

# Units of Study

<u>Unit 1:</u>	Science Fiction: Literary Analysis	٩	Quarter 1
<u>Unit 2:</u>	Literary Analysis: Informative Writing	$\odot$	Quarter 1
<u>Unit 3:</u>	Nature vs. Nurture	٩	Quarter 2
<u>Unit 4:</u>	Nature vs. Nurture: Argumentative Writing	٩	Quarter 2
<u>Unit 5:</u>	Analyzing Rhetoric	٩	Quarter 3
<u>Unit 6:</u>	Rhetorical Analysis: Focus on Writing	٩	Quarter 3
Unit 7:	Julius Caesar	٩	Quarter 4
<u>Unit 8:</u>	Conclusion: Literary Analysis	$\odot$	Quarter 4

# Appendices

Appendix A: Proficiency Scale Template Appendix B: Curriculum Refinement Form



			_							
Standards Breakdov	wn									
Green: Priority Stand	lards	Pink:	Suppor	ting Sta	Indards		Gray:	Additio	nal Star	ndards
						UN	ITS			
			1	2	3	4	5	6	7	8
		2.1								
	ML	2.2								
	<b>(</b> )	2.1								
	Reading Literature	2.2								
	erat	2.3								
	Lit .	3.1								
	ing	3.2								
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	Ř	4.2								
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	Reading Nonfiction	3.2								
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		4.3								
	2	2.1								
SQ	ulary	2.3								

**Reading Vocabula** 2.4 2.5 3.1 3.2 3.3 2.1 **Speaking and Listening** 2.2 2.3 2.4 2.5 3.1 3.2 4.1 4.2

**STANDARDS** 

Writing

3.1 3.2 3.3 4 5 6.1b 6.1e 6.2b

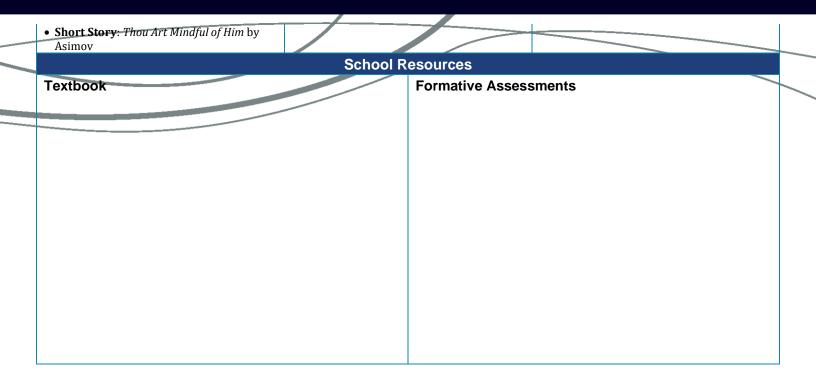
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## **General Description of the Unit**

Unit 1: Students will begin the year with the exploration of science fiction to strengthen their literary analysis<br/>skills.Priority StandardsSupporting Standards

Priority Standards		Supporting Stand	ards
<ul> <li>9-10.RL.2.2: Analyze in detail the detor more themes or central ideas over work of literature, including how they shaped and refined by specific details</li> <li>9-10.RV.2.1: Use context to determine meaning of words and phrases.</li> </ul>	the course of a emerge and are s.	<ul> <li>9-10.RL.2.3: Ana those with multipl over the course of and advance the</li> <li>9-10.RL.4.2: Ana literary or cultural allusions, archety</li> </ul>	lyze how dynamic characters (e.g., le or conflicting motivations) develop of a text, interact with other characters, plot or develop the theme. lyze and evaluate how works of significance draw on and use ypes, symbols and allegories from stories, or religious works, including
Proficiency Scales		Assessments	
• <u>9-10.RL.2.2</u> • <u>9-10.RL.4.2</u> • <u>9-10.RV.2.1</u>			t an essential question to answer by as from the texts read during this unit.
Enduring Understandings		<b>Essential Questio</b>	ns
<ul> <li>Literary texts often contain multiple the universal truths about life and the wo</li> <li>Skillful readers rely on a variety of concreate meaning.</li> <li>A reader analyzes specific details and reveal the character's purpose in furth narrative.</li> <li>Many pieces of literature are inspired allude to earlier works.</li> </ul>	rld. ntext clues to d dialogue to hering the	<ul> <li>What does it mea</li> </ul>	gers of technological advancement? an to be human? d by our connection to others? Or lack others?
Key Concepts	Related Concepts	5	Vocabulary
<ul> <li>can analyze in detail the development of themes or central ideas in a work of literature. (9-10.RL.2.2)</li> <li>I can analyze how the themes or central ideas are shaped by specific details. (9-10.RL.2.2)</li> <li>I can use context to determine the meaning of words and phrases. (9-10.RV.2.1)</li> </ul>	<ul> <li>I can analyze how characters develor 10.RL.2.3)</li> <li>I can analyze how characters intera characters. (9-10)</li> <li>I can analyze how characters advan develop the them</li> <li>I can analyze and works of literature patterns of event types from myths stories, or religion 10.RL.4.2)</li> <li>I can analyze and work of literary of significance is religion 10.RL.4.2)</li> </ul>	w dynamic op in a text. (9- w dynamic ct with other .RL.2.3) w dynamic nee the plot or ne. (9-10.RL.2.3) d evaluate how e draw on themes, s, or character s, traditional us works. (9- d evaluate how a r cultural ndered new. (9-	<ul> <li>allusion</li> <li>analyze</li> <li>archetype</li> <li>central idea</li> <li>connotation</li> <li>context</li> <li>denotation</li> <li>dynamic character</li> <li>myth</li> <li>plot</li> <li>static character</li> <li>theme</li> </ul>
		urces	
<ul> <li>Fiction Texts</li> <li>Novel: Frankenstein by Mary Shelley</li> <li>Short Story: Sound of Thunder by Ray Bradbury</li> <li>Short Story: Cold Equations by Tom Godwin</li> </ul>	Nonfiction Texts • Essay: <u>The Coming M</u> <u>Machine</u> by Ray Kurz		Media, Music, Art, etc.
Novel: Robot Dreams by Isaac Asimov			

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-	General Description of the Unit Unit 2: Using the texts from the previou	us unit, students w	ill compose a litera	ry analysis.
	Priority Standards		Supporting Stand	ards
	<ul> <li>Priority Standards</li> <li>9-10.RN.2.1: Analyze what a text says as inferences and interpretations draw citing strong and thorough textual evide</li> <li>9-10.W.3.2: Write informative composition of forms that – <ul> <li>Introduce a topic; organize complex concepts, and information to make connections and distinctions; include (e.g., headings), graphics (e.g., figure multimedia when useful to aiding complex concepts, and information to make connections, graphics (e.g., figure multimedia when useful to aiding complex concepts, and information to make connections and distinctions; include (e.g., headings), graphics (e.g., figure multimedia when useful to aiding complex concept that expression of the topic with well-chosen, sufficient facts, extended definitions details, quotations, or other information of the topic.</li> <li>Use appropriate and varied transition major sections of the text, create complexity the relationships among componects.</li> <li>Choose language and content-spect that express ideas precisely and companage the complexity of the topic eliminating wordiness and redunda</li> <li>Establish and maintain a style apprent purpose and audience.</li> <li>Provide a concluding statement or a follows from and supports the information presented (e.g., articula or the significance of the topic).</li> </ul> </li> </ul>	n from the text by ence. tions in a variety k ideas, important le formatting ures, tables), and omprehension. , relevant, and s, concrete ation and nce's knowledge ons to link the ohesion, and oplex ideas and cific vocabulary oncisely to , recognizing and ncy. opriate to the section that mation or	literary or cultural allusions, archety myths, traditional how the material • 9-10.SL.2.1: Initia range of collabora topics, texts, and	lyze and evaluate how works of I significance draw on and use /pes, symbols and allegories from stories, or religious works, including
	Proficiency Scales		Assessments	
	• <u>9-10.RL.4.2</u> • <u>9-10.RN.2.1</u> • <u>9-10.W.3.2</u>		they discuss how the	an analysis of a text's theme in which he author develops the theme . In their composition, students will cite
	Enduring Understandings		<b>Essential Questio</b>	ns
	<ul> <li>Good readers analyze texts by asking using evidence from the text to make in</li> <li>Writers develop strong informative comusing credible sources, developing a cand establishing an intentional structure</li> <li>Many pieces of literature are inspired ballude to earlier works.</li> <li>Speaking, listening, presenting, and consistential parts of learning new informatideas.</li> </ul>	nferences. npositions by onsistent tone, re. by, based on, or ollaborating are	<ul> <li>How does the set theme/mood/tone</li> <li>How does the time the story?</li> <li>How does a text's</li> </ul>	hor develop a text's theme? tting contribute to the e? he period impact your interpretation of s context impact it's meaning? e impacted by the character's
	Key Concepts	Related Concepts		Vocabulary
		<ul> <li>I can analyze and</li> </ul>	l evaluate how e draw on themes, s, or character , traditional	<ul> <li>allusion</li> <li>analysis</li> <li>archetype</li> <li>cite</li> <li>clarify</li> <li>concise</li> </ul>

		1
I can use strong and thorough     toutual avidance to support mu	I can analyze and evaluate how a	conclusion
textual evidence to support my inferences and interpretation. (9-	work of literary or cultural significance is rendered new. (9-	consensus
10.RN.2.1)	10 RL.4.2)	delivery style
<ul> <li>I can write informative compositions</li> </ul>	• I can initiate and contribute to a	• evidence
in a variety of forms. (9-10.W.3.2)	variety of collaborative discussions.	• explicit
I can write an introduction that	(9-10.SL.2.1)	• inference
previews what is to follow and	• I can express my ideas concisely	• informative
organizes ideas. (9-10.W.3.2)	and persuasively in a discussion.	• initiate
• I can include formatting, graphics,	(9-10.SL.2.1)	interpretation     introduction
and multimedia when useful. (9-	• I can use the ideas of others as a	• myth
10.W.3.2)	baseline for adding my own ideas.	
• I can use relevant facts, definitions,	(9-10.SL.2.1)	perspective     persuasive
details, quotes, and examples from	<ul> <li>I know when to listen to my peers</li> </ul>	redundant
various sources to develop my	and when to respond. (9-10.SL.2.1)	• style
topic. (9-10.W.3.2)		textual evidence
<ul> <li>I can use appropriate and varied</li> </ul>		• theme
transitions. (9-10.W.3.2)		• tone
• I can choose language and		transition
content-specific vocabulary to		
express ideas precisely and		
concisely. (9-10.W.3.2)		
I can establish and maintain a style		
appropriate to the purpose and audience. (9-10.W.3.2)		
• I can write a conclusion. (9-		
10.W.3.2)		
10.11.0.2)	Resources	
Fiction Texts	Nonfiction Texts	Media, Music, Art, etc.
Novel: Frankenstein by Mary Shelley		
• Short Story: Sound of Thunder by Ray	• Essay: <u>The Coming Merging of Mind and</u> <u>Machine</u> by Ray Kurzweil	•
Bradbury	<u>machine</u> by hay harzweit	
• Short Story: Cold Equations by Tom		
Godwin <ul> <li>Novel: Robot Dreams by Isaac Asimov</li> </ul>		
<ul> <li>Short Story: Thou Art Mindful of Him by</li> </ul>		
Asimov		
	School Resources	
Textbook	Formative Asses	sments
TOXIDOON		Silicities
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#### **General Description of the Unit** Unit 3: By exploring the theme of nature versus nurture, students will study a series of narrative nonfiction texts. Through the analysis of these stories, students will strengthen their skills in the critical reading of nonfiction. **Priority Standards Supporting Standards** • 9-10.RN.2.2: Analyze in detail the development of two • 9-10.RN.2.3: Analyze a series of ideas or events, or more central ideas over the course of a text, including the order in which the points are made and including how they interact and build on one another to developed, and the connections that are drawn provide a complex analysis. between them. • 9-10.RN.3.3: Determine an author's perspective or • 9-10.RN.3.2: Analyze how an author's ideas or claims purpose in a text, and analyze how an author uses are developed and refined by particular sentences, rhetoric to advance that perspective or purpose. paragraphs, or larger portions of a text. **Proficiency Scales** Assessments • 9-10.RN.2.2 Students will annotate passages from the text to • 9-10.RN.3.2 demonstrate their understanding of how the central idea is developed. • 9-10.RN.3.3 Rubric Resource **Essential Questions Enduring Understandings** Nonfiction texts are structured around the development • How do experiences impact your identity? of central ideas. • Why is a sense of belonging important? • A text's details and rhetorical devices reveal the • How do you determine if a storyteller is reliable? author's perspective and purpose. • Strong readers analyze the connections and relationships between ideas and events in a text. • Each part of a text contributes to the development of the text's claims. **Key Concepts** Vocabulary **Related Concepts** • I can identify the central ideas in a • I can analyze how the author analyze nonfiction text. (9-10.RN.2.2) structures events, ideas in a central idea • I can explain which details help to nonfiction text. (9-10.RN.2.3) claim develop the central ideas of a • I can analyze how the author evidence nonfiction text. (9-10.RN.2.2) introduces and develops different • rhetoric elements of the text, like • I can analyze how the central ideas individuals, ideas, and events, of a of a nonfiction text interact and text. (9-10.RN.2.3) build on one another. (9-10.RN.2.2) • I can determine an author's • I can explain how different perspective or purpose in a elements interact to develop a nonfiction text. (9-10.RN.2.3) nonfiction text. (9-10.RN.3.3) • I can analyze how an author uses • I can analyze the connections that rhetoric to advance their purpose or an author draws between different elements of a text. (9-10.RN.2.3) perspective in a nonfiction text. (9-• I can identify the claim in a 10.RN.3.3) nonfiction text. (9-10.RN.3.2) • I can analyze how details from a nonfiction text support an author's claims or ideas. (9-10.RN.3.2) • I can analyze how sections of a nonfiction text help refine and develop the ideas. (9-10.RN.3.2) Resources Media, Music, Art, etc. Fiction Texts Nonfiction Texts • Novel: The Joy Luck Club by Amy Tan • In Cold Blood by Truman Capote • Brian Williams Clips • *Hillbilly Elegy* by J.D. Vance • James Frey: A Million Little Pieces scandal. • Angela's Ashes by Frank McCourt

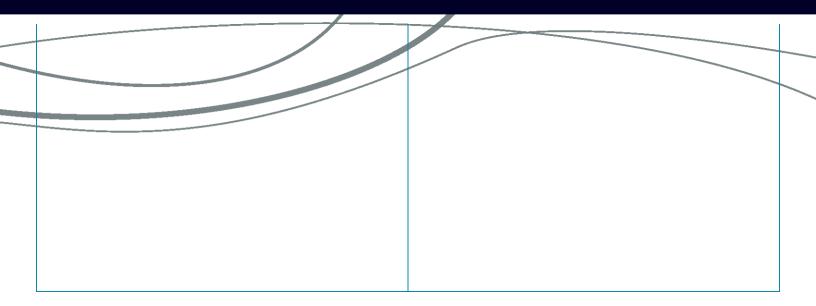
	Georg Memo Roger Additional artic	Dir: <u>Sheating an Elephant</u> by e Orwell Dir: <u>The Man in the Water</u> by Rosenblatt Eles exploring the research the vs. nurture debate will be unit.	
	Sch	ool Resources	
Textbook		Formative Assessments	



General Description of the Unit			
Unit 4: Students will write an argumer	ntative composition	exploring the natu	re vs. nurture debate.
<ul> <li>Priority Standards</li> <li>9-10.RN.4.1: Delineate and evaluate specific claims in a text, assessing wh reasoning is valid and the evidence is sufficient; identify false statements an reasoning.</li> <li>9-10.W.3.1: Write arguments in a var <ul> <li>Introduce claim(s), distinguish the alternate or opposing claims, and organization that establishes clean among claim(s), counterclaims, reevidence.</li> <li>Use rhetorical strategies to enhan effectiveness of the claim</li> <li>Develop claim(s) and counterclaim evidence for each while pointing or and limitations of both in a manne the audience's knowledge level ar</li> <li>Use effective transitions to link the text, create cohesion, and clar relationships between claim(s) and between reasons and evidence, a claim(s) and counterclaims.</li> <li>Establish and maintain a consister appropriate to purpose and audier</li> </ul> </li> </ul>	hether the s relevant and ad fallacious iety of forms that: claim(s) from create an r relationships basons, and ce the ns fairly, supplying but the strengths r that anticipates ad concerns. e major sections of ify the d reasons, nd between nt style and tone nce. r section that	inclusion or exclu the source from v a desired result. 9-10.RN.3.3: Det purpose in a text rhetoric to advan 9-10.SL.2.3: Wor collegial discussi goals and deadlir 9-10.SL.3.1: Ana presented in dive evaluating the cre	alyze bias in media through the usion of information and reliability of visual and verbal messages to achieve ermine an author's perspective or , and analyze how an author uses ce that perspective or purpose. rk with peers to establish norms for ons and decision-making, set clear nes, and individual roles as needed. dyze multiple sources of information erse media and formats while edibility and accuracy of each source.
Proficiency Scales		Assessments	
<ul> <li><u>9-10.ML.2.1</u></li> <li><u>9-10.RN.3.3</u></li> <li><u>9-10.RN.4.1</u></li> <li>9-10.W.3.1</li> </ul>		in the previous unit	whether the people in the texts read were impacted more by nature or vill support their argument with texts.
Enduring Understandings		Essential Questio	ons
<ul> <li>It is the reader's job to evaluate the quauthor's evidence, reasoning, and clarecognize fallacies.</li> <li>A writer uses a variety of strategies and devices to strengthen and support the produce fully-developed argumentative.</li> <li>We should be critical consumers of m</li> <li>A text's details and rhetorical devices author's perspective and purpose.</li> <li>Speaking, listening, presenting, and consistential parts of learning new inform ideas.</li> </ul>	tims as well as to nd rhetorical eir claim in order to ve compositions. nedia in all formats. reveal the collaborating are		with a specific disposition or are they
Key Concepts	Related Concepts	5	Vocabulary
<ul> <li>I can delineate and evaluate an author's argument. (9-10.RN.4.1)</li> <li>I can delineate and evaluate specific claims in a nonfiction text.</li> </ul>	<ul> <li>I can analyze me inaccurate inform 10.ML.2.1)</li> <li>I can analyze why</li> </ul>	dia for bias or nation. (9- y specific	<ul> <li>accuracy</li> <li>argument</li> <li>bias</li> <li>claim</li> </ul>
(9-10.RN.4.1)		ncluded in a piece	<ul><li> collegial</li><li> consensus</li></ul>
			counterclaim

nonfiction text is valid. (9- 10.RN.4.1)       - I carr determine if the evidence in a nonfiction text is relevant and sufficient (9-10.RN.4.1)       - I carr determine an author's parapéctive or purpose in a nonfiction text is relevant and fallacious reasoning. (9-10.RN.3.3)       - I can analyze how an author uses metoric to advance their purpose or perspective in a nonfiction text. (9- 10.RN.3.3)       - I can analyze how an author uses metoric to advance their purpose or perspective in a nonfiction text. (9- 10.RN.3.3)       - I can analyze how an author uses metoric to advance their purpose or perspective in a nonfiction text. (9- 10.RN.3.3)       - I can analyze how an author uses metoric to advance their purpose or perspective in a nonfiction text. (9- 10.RN.3.3)       - I can analyze how an author uses metoric to advance their purpose or perspective in a nonfiction text. (9- 10.RN.3.3)       - I can analyze how an author uses metoric to advance their purpose or perspective in a nonfiction text. (9- 10.RN.3.3)       - I can analyze how an author uses metoric to advance their purpose information sand define individual roles for considerate discussions and decision-making when working with peers. (9- 10.SL.2.3)       - I can analyze multiple sources of information presented in diverse media and formats. (9-10.SL.3.1)       - I can establish dear relevant information presented in diverse media and formats. (9- 10.SL.3.1)       - I can establish dear relevant audience. (9- 10.SL.3.1)       - I can establish dear areany information supports the argument presented. (9-10.W.3.1)       - I can establish daar relevant audience. (9- 10.SL.3.1)       - I can establish dear relevant audience. (9- 10.SL.3.1)       - Memoir: Showtedge (9- 10.SL.3.1)       - Memoir: Showtedge (9- 10.SL.3.1)       - Memoir: Showtedge (9- 10.SL.3.1			
10.RN.4.1)       • Carn determine if the evidence in a nonfiction text is relevant and sufficient (9 +00.KN.4.1)       • Low regramme in a author's parafictive or purpose in a nonfiction text. (9 +00.KN.3.3)       • evidence         • Carn identify fates statements and fallacious reasoning. (9 +0.KN.4.1)       • I can anatyze how an author uses in there is a nonfiction text. (9 +00.KN.3.3)       • I can anatyze how an author uses in there is a nonfiction text. (9 +00.KN.3.3)       • I can anatyze how an author uses in there is a nonfiction text. (9 +00.KN.3.3)       • I can anatyze how an author uses in there is a nonfiction text. (9 +00.KN.3.3)       • I can anatyze how an author uses in there is a nonfiction text. (9 +00.KN.3.3)       • I can anatyze how an author uses in there is a discussion sand decision-making when working with peers. (9 +00.KN.3.1)       • I can establish clear relationships among claims, counterclaims, by supplying when working with peers. (9 +00.KN.3.1)       • I can anatyze multiple sources of information presented in diverse media and formats. (9 +00.KL.2.3)       • reasoning         • I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9 +10.W.3.1)       • I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9 +10.W.3.1)       • I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9 +10.W.3.1)       • I can anatyze multiple sources of information presented in diverse there is a discussion or section that follows from and supports the argument presented. (9 +10.W.3.1)       • Can provide a concluding statement to follows from and supports the argument presented. (9 +10.W.3.1)       • Can provide a concluding statement biolows f	• I can determine if the reasoning in a	I can analyze why specific	credible
<ul> <li>Card determine if the evidence in a nonfiction text. (9-10.RN.3.3)</li> <li>Carn identify false statements and avaiety of forms. (9-10.W.3.1)</li> <li>Can write arguments in a variety of forms. (9-10.W.3.1)</li> <li>Can an introduce precise claims and counterclaims. (9-10.W.3.1)</li> <li>Can an and evidence. (9-10.W.3.1)</li> <li>Can andevelop claims and counterclaims and define individual roles for considerate discussions and decision-making when working with peers. (9-10.SL.2.3)</li> <li>Can analyze multiple sources toward specific value the credibility and counterclaims (9-10.W.3.1)</li> <li>Can establish char relations the stations of both in a way that anticipates the audience's knowledge level and concers. (9-10.W.3.1)</li> <li>Can establish and minitain a consistent style and tone appropriate to purpose and audience (9-10.W.3.1)</li> <li>Can establish and minitain a consistent style and tone aupports the argument presented. (9-10.W.3.1)</li> <li>Can establish and minitain a consistent style and tone aupports the argument the diverse information presented in diverse media and formats. (9-10.SL.3.1)</li> <li>Can establish and minitain a consistent style and tone aupports the argument presented. (9-10.W.3.1)</li> <li>Can establish and minitaina consistent style and tone aupports the argument presented. (9-10.W.3.1)</li> <li>Can establish and minitaina consistent style and tone aupports the argument form and provide a concluding statement or section that follows from and supports the argument for earge or eargument presented. (9-10.W.3.1)</li> <li>Nowel: The Jay Luck Club by Amy Tam</li> <li>Nervel: The Jay Luck Club by Amy Tam</li> <li>Memory: The Jay Luck Club by Amy Tam</li> <li>Additional articles exploring the research behind the nature vs. nurture debate will be included in this unit.</li> </ul>	•		
nonfiction text is relevant and sufficient. (9-10-RN-4:1)       fallacious       fallacious         1 can iddentify false statements and fallacious reasoning. (9-10-RN-4:1)       i can analyze how an author uses introduction perspective in a nonfiction text. (9- 10-RN-3:3)       i can analyze how an author use introduce precise claims and counterclaims. (9-10-W.3:1)       i can set norms and define individual roles for considerate discussions and decision-making when working with pers. (9- 10-RN-3:3)       i can set norms and define individual roles for considerate discussions and decision-making when working with pers. (9- 10-SL-2:3)       i reasearch individual roles for considerate discussions and decision-making when working with pers. (9- 10-SL-2:3)       i can set norms and decision- individual roles for considerate discussions and decision-making when working with pers. (9- 10-SL-2:3)       i can set norms and decision- making when working with pers. (9- 10-SL-2:3)       i can set norms and decision- making when working with pers. (9- 10-SL-2:3)       i can set norms and decision- making when working with pers. (9- 10-SL-2:3)       i can evaluate the credibility and accuracy of each source. (9- 10-SL-3:1)       i can evaluate the credibility and accuracy of each source. (9- 10-SL-3:1)       i can evaluate the credibility and accuracy of each source. (9- 10-SL-3:1)       i can evaluate the credibility and accuracy of each source. (9- 10-SL-3:1)       i can evaluate the credibility and accuracy of each source. (9- 10-SL-3:1)       i can decision text. (9- 10-SL-3:1)       i media making texpersented. (9-10-W-3:1)       i can evaluate the credibility and accuracy of each source. (9- 10-SL-3:1)       i can evaluate the credibility andig texpersented. (9- 10-SL-3:1)			
<ul> <li>sufficient (0:40-RN.4.1)</li> <li>I can introduce precise statements and reduction text. (9-10, RN.3.3)</li> <li>I can analyze how an author uses integrate reasoning. (9-10, RN.3.3)</li> <li>I can set arguments in a variety of forms. (9-10, W.3.1)</li> <li>I can establish clear relationships and evidence. (9-10, N.3.3)</li> <li>I can establish clear relationships when working with peers. (9-10, SL.2.3)</li> <li>I can analyze multiple sources of information presented in diverse media and formats. (9-10, SL.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10, N.3.1)</li> <li>I can establish and maintain a concluding statement or section that follows from and supports the argument presented. (9-10, N.3.1)</li> <li>I can establish and maintain a concluding statement or section that follows from and supports the argument presented.</li> <li>In Cod Blood by Truman Capote Maint the Water by Roger Rosenblatt</li> <li>Media, Music, Art, etc.</li> <li< td=""><td></td><td></td><td></td></li<></ul>			
<ul> <li>I can arite statements and fallacious reasoning. (9-10.RN.4.1)</li> <li>I can set arguments in a variety of forms. (9-10.W.3.1)</li> <li>I can set arguments in a variety of forms. (9-10.W.3.1)</li> <li>I can set and bink clear relationships among claims, counterclaims, coverterclaims, reasons, and evidence. (9-10.W.3.1)</li> <li>I can and evidence (9-10.W.3.1)</li> <li>I can and evidence. (9-10.W.3.1)</li> <li>I can and evidence (9-10.W.3.1)</li> <li>I can set and evidence. (9-10.W.3.1)</li> <li>I can and evidence in a modification making when working with peers. (9-10.SL.2.3)</li> <li>I can and advances the induce mode and formats. (9-10.SL.2.3)</li> <li>I can andyze multiple sources of information presented in diverse media and formats. (9-10.SL.3.1)</li> <li>I can establish and maintain a consistent style and to ne appropriate to purpose and audience. (9-10.W.3.1)</li> <li>I can establish and maintain a consistent style and to ne appropriate to purpose and audience. (9-10.W.3.1)</li> <li>I can provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.3.1)</li> <li>Novel: <i>The Joy Luck Club</i> by Amy Tan</li> <li>Novel: <i>The Joy Luck Club</i> by Amy Tan</li> <li>Memoir: <i>Shoating on Elephani</i> by George Orwell</li> <li>Memoir: <i>Shoating on Elephani</i> by George Orwell</li> <li>Additional articles exploring on Elephani by George Orwell</li> <li>Additional articles exploring on Elephani by George Orwell</li> <li>Additional articles exploring on Elephani by George Orwell</li> <li>Additional articles exploring the research be lind the nature vs. nurture debta will be includeed wi</li></ul>			
fallacious reasoning. (9-10.RN.4.1)       intertor to advance their purpose of perspective in a nonfiction text. (9-10, W.3.1)       intertor to advance their purpose of perspective in a nonfiction text. (9-10, W.3.1)       intertor to advance their purpose of perspective in a nonfiction text. (9-10, W.3.1)       intertor to advance their purpose of perspective in a nonfiction text. (9-10, W.3.1)       intertor to advance their purpose of individual roles for considerate discussions and decision-making with peers. (9-10, SL.2.3)       intertor to advance their purpose of individual roles for considerate discussions and decision-making with peers. (9-10, SL.2.3)       intertor to advance their purpose of individual roles for considerate discussions and decision-making with peers. (9-10, SL.2.3)       intertor to advance their purpose of individual roles for considerate discussion and decision-making with peers. (9-10, SL.2.3)       intertor to advance their purpose of information of both in advance the working with peers. (9-10, SL.2.3)       intertor to advance their purpose of information presented in diverse media and formats. (9-10, SL.3.1)       intertor to advance the redibility and accuracy of each source. (9-10, SL.3.1)       intertor to advance the redibility and accuracy of each source. (9-10, SL.3.1)       intertor to advance the redibility and accuracy of each source. (9-10, SL.3.1)       intertor to advance the redibility and accuracy of each source. (9-10, SL.3.1)       into add the dy trumma Capate       intertor to advance the redibility and accuracy of each source. (9-10, SL.3.1)       into add the dy trumma Capate       intertor to advance the redibility and accuracy of each source. (9-10, SL.3.1)       intertor to advance the redibility and acuracy of each source. (9-10, SL.3.1)       i			
Resources         Fiction Texts       Nonfiction Texts       Media, Music, Art, etc.         • Novel: The Joy Luck Club by Amy Tan       • In Cold Blood by Truman Capote       • Brian Williams Clips         • Hillbilly Elegy by J.D. Vance       • Angela's Ashes by Frank McCourt       • Brian Williams Clips         Short texts:       • Memoir: Shooting an Elephant by George Orwell       • Memoir: The Man in the Water by Roger Rosenblatt         • Additional articles exploring the research behind the nature vs. nurture debate will be included in this unit.       • Additional articles exploring the research behind the nature vs. nurture debate will be included in this unit.	<ul> <li>fallacious reasoning. (9-10.RN.4.1)</li> <li>I can write arguments in a variety of forms. (9-10.W.3.1)</li> <li>I can introduce precise claims and counterclaims. (9-10.W.3.1)</li> <li>I can establish clear relationships among claims, counterclaims, reasons, and evidence. (9-10.W.3.1)</li> <li>I can develop claims and counterclaims by supplying evidence for each while pointing out the strengths and limitations of both in a way that anticipates the audience's knowledge level and concerns. (9-10.W.3.1)</li> <li>I can effectively use transitions in argumentative writing. (9-10.W.3.1)</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10.W.3.1)</li> <li>I can provide a concluding statement or section that follows from and supports the argument</li> </ul>	<ul> <li>rhetoric to advance their purpose or perspective in a nonfiction text. (9-10.RN.3.3)</li> <li>I can set norms and define individual roles for considerate discussions and decision-making when working with peers. (9-10.SL.2.3)</li> <li>I can track progress toward specific goals and deadlines in a discussion with peers. (9-10.SL.2.3)</li> <li>I can analyze multiple sources of information presented in diverse media and formats. (9-10.SL.3.1)</li> <li>I can evaluate the credibility and accuracy of each source. (9-</li> </ul>	<ul> <li>introduction</li> <li>media</li> <li>norms</li> <li>organizational pattern</li> <li>reasoning</li> <li>reliability</li> <li>research</li> <li>rhetoric</li> <li>style</li> <li>thesis</li> <li>tone</li> <li>transitions</li> </ul>
Fiction Texts       Nonfiction Texts       Media, Music, Art, etc.         • Novel: The Joy Luck Club by Amy Tan       • In Cold Blood by Truman Capote       • Brian Williams Clips         • Hillbilly Elegy by J.D. Vance       • Angela's Ashes by Frank McCourt       • Brian Williams Clips         Short texts:       • Memoir: Shooting an Elephant by George Orwell       • James Frey: A Million Little Pieces scandar         • Memoir: The Man in the Water by Roger Rosenblatt       • Additional articles exploring the research behind the nature vs. nurture debate will be included in this unit.       • Additional articles exploring the research behind the nature vs. nurture debate will be included in this unit.		Pasourcas	
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		School Resources	
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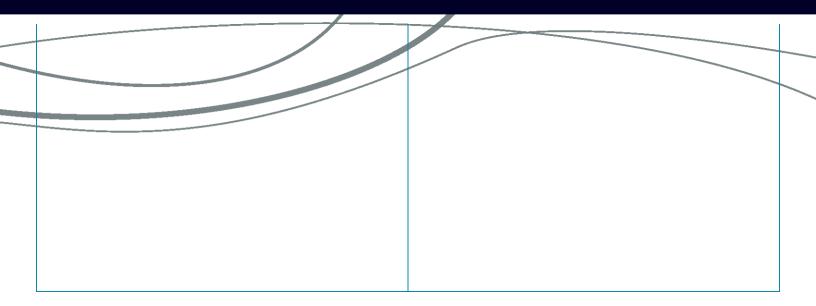
Grade 10 English/Language Arts 11





General Description of the Unit			
Unit 5: Students will explore and evalu	uate rhetoric throug	gh the study of etho	s, pathos, and logos.
Priority Standards		Supporting Stand	ards
<ul> <li>Priority Standards</li> <li>9-10.RN.3.2: Analyze how an author's are developed and refined by particula paragraphs, or larger portions of a text.</li> <li>9-10.RN.4.1: Delineate and evaluate the specific claims in a text, assessing where reasoning is valid and the evidence is sufficient; identify false statements and reasoning.</li> <li>9-10.W.5: Conduct short as well as meresearch assignments and tasks to bur about the research process and the text.</li> <li>Formulate an inquiry question, and narrow the focus as research evolute.</li> <li>Gather relevant information from nauthoritative sources, using advanted the research question.</li> <li>Synthesize and integrate informatian selectively to maintain the flow of iterase and follow a standard formation.</li> <li>Present information, choosing from formats.</li> </ul>	ar sentences, tt. the argument and hether the relevant and d fallacious hore sustained uild knowledge opic under study. d refine and ves. nultiple iced searches urce in answering on into the text deas. on any one at (e.g., MLA,	or more central ic including how the provide a comple • 9-10.RV.3.2: Det phrases as they a figurative, connot meanings; evalua	alyze in detail the development of two deas over the course of a text, ey interact and build on one another to
Proficiency Scales		Assessments	
<ul> <li><u>9-10.RN.2.2</u></li> <li><u>9-10.RN.3.2</u></li> <li><u>9-10.RV.3.2</u></li> <li><u>9-10.RV.3.2</u></li> <li><u>9-10.W.5</u></li> </ul>		<ul> <li>Students will con speeches studied</li> <li>Students will use</li> </ul>	duct research to contextualize the d during this unit. a Rhetorical Triangle graphic are for writing a rhetorical analysis.
Enduring Understandings		Essential Questio	ons
<ul> <li>Each part of a text contributes to the orthe text's claims.</li> <li>It is the reader's job to evaluate the quauthor's evidence, reasoning, and clair recognize fallacies.</li> <li>Good writers use a variety of sources knowledge, develop ideas, and refine</li> <li>Nonfiction texts are structured around of central ideas.</li> <li>Word meaning and impact can dependent in which it is used.</li> </ul>	uality of an ims as well as to to build their writing. I the development	<ul> <li>How have people present, success persuasion?</li> <li>How can we mos</li> </ul>	e arguments in our daily lives? e, both from our past and in the fully brought about change through it effectively challenge current ways of g positive change to our world?
Key Concepts	<b>Related Concepts</b>	; ;	Vocabulary
<ul> <li>I can identify the claim in a nonfiction text. (9-10.RN.3.2)</li> <li>I can analyze how details from a nonfiction text support an author's claims or ideas. (9-10.RN.0.2)</li> <li>I can analyze how sections of a nonfiction text help refine and develop the ideas. (9-10.RN.3.2)</li> </ul>	<ul> <li>I can identify the nonfiction texts. (</li> <li>I can explain white develop the centre nonfiction text. (9)</li> <li>I can analyze how of a nonfiction text</li> </ul>	central ideas in a 9-10.RN.2.2) ch details help to cal ideas of a -10.RN.2.2) w the central ideas	<ul> <li>analyze</li> <li>annotate</li> <li>APA</li> <li>argument</li> <li>central idea</li> <li>citation</li> <li>claim</li> </ul>
		(101.(2210.1(10.2.2)))	
Units of Study			Grade 10 English/Language Arts

<ul> <li>Loop delinerte and avaluate an</li> </ul>		
<ul> <li>I can delineate and evaluate an</li> </ul>	<ul> <li>I can analyze the meaning of words</li> </ul>	<ul> <li>connotation</li> </ul>
author's argument. (9-10.RN.4.1)	and phrases in nonfiction texts,	delineate
I can delineate and evaluate	including figurative, connotative,	diction
specific claims in a nonfiction text.	and technical meanings. (9-	• evaluate
(9-10.RN.4.1)	10.R∀.3.2)	evidence
<ul> <li>I can determine if the reasoning in a</li> </ul>	I can evaluate the effectiveness of	fallacious
nonfiction text is valid. (9-	specific word choices on meaning	<ul> <li>figurative language</li> </ul>
10.RN.4.1)	and tone. (9-10.RV.3.2)	<ul> <li>inquiry question</li> </ul>
I can determine if the evidence in a		• MLA
nonfiction text is relevant and sufficient. (9-10.RN.4.1)		<ul> <li>plagiarism</li> </ul>
<ul> <li>I can identify false statements and</li> </ul>		<ul> <li>reasoning</li> </ul>
fallacious reasoning. (9-10.RN.4.1)		research
<ul> <li>I can conduct short and sustained</li> </ul>		• sources
research assignments and tasks to		<ul> <li>synthesize</li> </ul>
build knowledge. (9-10.W.5)		• tone
<ul> <li>I can formulate an inquiry question.</li> </ul>		• valid
(9-10.W.5)		
• I can refine and narrow the focus as		
research evolves. (9-10.W.5)		
• I can gather and assess information		
from multiple sources. (9-10.W.5)		
I can synthesize and integrate		
information in my research. (9-		
10.W.5)		
<ul> <li>I can avoid plagiarism and follow a</li> </ul>		
standard format for citation. (9-		
10.W.5)		
• I can present research information		
in a variety of formats. (9-10.W.5)		
	Resources	
Fiction Texts	Nonfiction Texts	Media, Music, Art, etc.
	Letters from Birmingham Jail by Martin	• Speech: <u>Remember the Titans</u>
	Luther King Jr. • Speech: Malala Yousafzai: 16th hirthday	Speech: <u>Mean Girls</u> Gallery Walk Appeals Activity
	Speech: <u>Malala Yousafzai: 16th birthday</u>	Gallery Walk Appeals Activity
	<ul> <li>Speech: <u>Malala Yousafzai: 16th birthday</u> <u>speech</u> at the United Nations</li> <li><u>Lebron James Letter (PowerPoint)</u></li> <li><u>The Rhetorical Triangle</u></li> </ul>	<ul> <li><u>Gallery Walk Appeals Activity</u></li> <li><u>TEDTalk Rhetorical Analysis Activity Sheet</u></li> <li><b>TED Talk</b>: <u>The Hidden Power of Smiling</u> by Ron Gutman</li> </ul>
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### **General Description of the Unit** Unit 6:

#### **Priority Standards** Supporting Standards • 9-10.RN.2.1: Analyze what a text says explicitly as well • 9-10.RN.2.3: Analyze a series of ideas or events, as inferences and interpretations drawn from the text by including the order in which the points are made and citing strong and thorough textual evidence. developed, and the connections that are drawn • 9-10.W.3.2: Write informative compositions in a variety between them. of forms that -• 9-10.RN.4.2: Analyze various accounts of a subject told in different mediums examining the differences among Introduce a topic; organize complex ideas, the various accounts. concepts, and information to make important connections and distinctions; include formatting • 9-10.W.5: Conduct short as well as more sustained (e.g., headings), graphics (e.g., figures, tables), and research assignments and tasks to build knowledge multimedia when useful to aiding comprehension. about the research process and the topic under study. • Develop the topic with well-chosen, relevant, and Formulate an inquiry question, and refine and sufficient facts, extended definitions, concrete narrow the focus as research evolves. details, quotations, or other information and • Gather relevant information from multiple examples appropriate to the audience's knowledge authoritative sources, using advanced searches of the topic. effectively, and annotate sources. Assess the usefulness of each source in answering • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and the research question. clarify the relationships among complex ideas and Synthesize and integrate information into the text concepts. selectively to maintain the flow of ideas. Choose language and content-specific vocabulary Avoid plagiarism and overreliance on any one that express ideas precisely and concisely to source and follow a standard format (e.g., MLA, manage the complexity of the topic, recognizing and APA) for citation. eliminating wordiness and redundancy. • Present information, choosing from a variety of • Establish and maintain a style appropriate to the formats. purpose and audience. • 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). **Proficiency Scales** Assessments • 9-10.RN.2.1 • Students will choose a speech and write a rhetorical • 9-10.W.3.2 analysis. (AmericanRhetoric.com) • 9-10.W.5 **Enduring Understandings Essential Questions** • Good readers analyze texts by asking questions and How can rhetoric be used ethically? using evidence from the text to make inferences. How can you strengthen your own argument? Writers develop strong informative compositions by What process will you use to evaluate the rhetoric of using credible sources, developing a consistent tone, others? and establishing an intentional structure. • Strong readers analyze the connections and relationships between ideas and events in a text. • The medium through which ideas are communicated impacts a reader's interpretation. Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing. **Key Concepts Related Concepts** Vocabulary L can identify details that are • I can analyze how the author analysis explicitly stated in the text. (9structures events, ideas in a analyze nonfiction text. (9-10.RN.2.3) 10.RN.2.1) annotate I can make inferences based on I can analyze how the author APA introduces and develops diffe textual evidence. (9-10.RN 2.1) citation elements of the text, like cite

<ul> <li>I can use strong and thorough</li> </ul>	individuals, ideas, and events, of a	conclusion
textual evidence to support my	text. (9-10.RN,23)	• explicit
inferences and interpretation. (9-	I can explain how different	inference
10.RN.2.1)	elements interact to develop a	informative
I can write informative compositions	nonfiction text. (9-10.RN.2.3)	<ul> <li>inquiry question</li> </ul>
in a variety of forms. (9-10.W.3.2)	I can analyze the connections that	<ul> <li>interpretation</li> </ul>
I can write an introduction that	an author draws between different	introduction
previews what is to follow and	elements of a text. (9-10.RN.2.3)	• medium
organizes ideas. (9-10.W.3.2)	I can analyze various accounts of a	• MLA
• I can include formatting, graphics,	subject told in different mediums.	plagiarism
and multimedia when useful. (9-	(9-10.RN.4.2)	redundant
10.W.3.2)	• I can determine which details are	research
• I can use relevant facts, definitions,	emphasized in various accounts of	• sources
details, quotes, and examples from	a subject told in different mediums. (9-10.RN.4.2)	• style
various sources to develop my		synthesize
topic. (9-10.W.3.2)	I can conduct short and sustained	textual evidence
• I can use appropriate and varied	research assignments and tasks to	• tone
transitions. (9-10.W.3.2)	build knowledge. (9-10.W.5)	transition
I can choose language and	• I can formulate an inquiry question.	
content-specific vocabulary to	(9-10.W.5)	
express ideas precisely and	• I can refine and narrow the focus	
concisely. (9-10.W.3.2)	as research evolves. (9-10.W.5)	
• I can establish and maintain a style	• I can gather and assess information	
appropriate to the purpose and	from multiple sources. (9-10.W.5)	
audience. (9-10.W.3.2)	• I can synthesize and integrate	
• I can write a conclusion. (9-	information in my research. (9-	
10.W.3.2)	10.W.5)	
	I can avoid plagiarism and follow a	
	standard format for citation. (9-	
	10.W.5)	
	<ul> <li>I can present research information in a variety of formats. (9-10.W.5)</li> </ul>	
	Resources	
Fiction Texts	Nonfiction Texts	Media Music Art etc
Fiction Texts	Nonfiction Texts	Media, Music, Art, etc.
Fiction Texts •	Reagan's Challenger Speech	Media, Music, Art, etc. •
Fiction Texts •	<ul> <li>Reagan's Challenger Speech</li> <li><i>Coming to Our Senses</i> by Neil DeGrasse</li> </ul>	Media, Music, Art, etc. •
Fiction Texts •	<ul> <li>Reagan's Challenger Speech</li> <li><i>Coming to Our Senses</i> by Neil DeGrasse Tyson</li> </ul>	Media, Music, Art, etc. •
Fiction Texts •	<ul> <li>Reagan's Challenger Speech</li> <li><i>Coming to Our Senses</i> by Neil DeGrasse Tyson</li> <li><i>Science Guided by Ethics</i></li> </ul>	Media, Music, Art, etc. •
•	<ul> <li>Reagan's Challenger Speech</li> <li><i>Coming to Our Senses</i> by Neil DeGrasse Tyson</li> <li><i>Science Guided by Ethics</i></li> <li>School Resources</li> </ul>	•
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#### **General Description of the Unit** Unit 7: Through an analysis of William Shakespeare's *Julius Caesar*, students will explore the themes of fate, free will, revenge, and ambition. This unit will connect the themes of the classic play with modern day stories. Additional Instructional Resource **Priority Standards** Supporting Standards • 9-10.RL.3.2: Analyze how the author creates such 9-10.RN.4.1: Delineate and evaluate the argument effects as suspense or humor through differences in the and specific claims in a text, assessing whether the perspective of the characters and the reader (e.g., reasoning is valid and the evidence is relevant and created through the use of dramatic irony). sufficient; identify false statements and fallacious • 9-10.RL.4.2: Analyze and evaluate how works of reasoning. literary or cultural significance draw on and use • 9-10.RL.3.1: Analyze and evaluate how an author's allusions, archetypes, symbols and allegories from choices concerning how to structure a work of myths, traditional stories, or religious works, including literature, order events within it (e.g., parallel how the material is rendered new. episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work. 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. 9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations. 9-10.RV.3.3: Interpret figures of speech in context and analyze their role in the text. **Proficiency Scales** Assessments • 9-10.RL.3.1 As a group, students will analyze a scene from Julius Caesar. They should consider the mood and the tone of • 9-10.RL.4.2 the scene in order to construct a reimagining. Students should also consider theatrical elements such as costuming, lighting, and music. • Students will select a monologue from the play and write a poetic analysis. **Enduring Understandings Essential Questions** • The moves authors use to create various perspectives Are our lives determined by fate or do we have free • within a text create the text's emotional impact. will? • Many pieces of literature are inspired by, based on, or What circumstances could justify betraying a friend? • allude to earlier works. Is there anything more important than ambition? If so, • • Authors make intentional choices regarding structure to what? contribute to the meaning of the text. Comparing and contrasting stories told in different forms helps the reader synthesize ideas and make connections. Skillful readers rely on a variety of context clues to create meaning. • Word meaning and impact can depend on the context in which it is used. **Key Concepts Related Concepts** Vocabulary I can delineate and evaluate an • I can analyze and evaluate how an allusion ٠ author's argument. (9-10.RN.4.1) author's choices concerning how to analyze structure a work and order events I can delineate and evaluate • archetype within it contribute to the overall specific claims in a nonfiction connotation meaning and effect of a work. (9text. (9-10.RN.4.1) context clue 10.RL.3.1) I can determine if the reasoning denotation I can analyze multiple in a nonfiction text is valid. (9- dramatic irony interpretations of a story, play, or

poem. (9-10.RL.4.1)

10.RN.4.1)

evaluate

euphemism

## **General Description of the Unit**

Unit 8: To conclude the year, students will mine all the texts and themes they've explored in order to compose a deep and thorough literary analysis.

#### **Priority Standards** Supporting Standards • 9-10.RL.2.1: Analyze what a text says both explicitly • 9-10.RN.3.3: Determine an author's perspective or and implicitly as well as inferences and interpretations purpose in a text, and analyze how an author uses through citing strong and thorough textual evidence. rhetoric to advance that perspective or purpose. • 9-10.W.3.2: Write informative compositions in a variety • 9-10.SL.4.1: Present information, findings, and of forms that supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and Introduce a topic; organize complex ideas, development are appropriate to purpose, audience, and concepts, and information to make important connections and distinctions; include formatting task. (e.g., headings), graphics (e.g., figures, tables), and • 9-10.SL.4.2: Create engaging presentations that make multimedia when useful to aiding comprehension. strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete enhance audience understanding of findings, details, quotations, or other information and reasoning, and evidence. examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 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. • Establish and maintain a style appropriate to the purpose and audience. • 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). **Proficiency Scales** Assessments Students will compose an analysis of a text they've • 9-10.RL.2.1 explored over the course of this year (could be Caesar). • 9-10.RN.3.3 They will explore the text's theme and how it connects to • 9-1<u>0.W.3.2</u> other ideas presented over the course of the year. Enduring Understandings **Essential Questions** Good readers support their interpretation and analysis • What can we learn about the world through literature? of a text by citing textual evidence. How do the themes of the texts we've explored this • Writers develop strong informative compositions by year connect to your life? using credible sources, developing a consistent tone, and establishing an intentional structure. • A text's details and rhetorical devices reveal the author's perspective and purpose. Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas. **Key Concepts Related Concepts** Vocabulary I can analyze what a text says Can determine an author's analyze explicitly. (9-10.RL.2.1) perspective or purpose in a cite I can analyze what a text says nonfiction text. (9-10.RN.3.3) conclusion implicitly. (9-10.RL.2.1) Ican analyze how an author uses • evidence rhetoric to advance their purpose or explicit

<ul> <li>I can draw inferences about a</li> </ul>	perspective in a nonfiction text (9-	inference	
text. (9-10.RL.2.1)	10.RN.3.3)	informative	
I can make interpretations about	• I can present information, findings,	• interpret	
a text. (9-10.RL.2.1)	and supporting evidence logically.	introduction	
<ul> <li>I can cite strong and thorough touting with any strong to the strong stro</li></ul>	(9-10.SL.4.1)	• reasoning	
textual evidence to support my	<ul> <li>I can create a presentation with a cohesive line of reasoning. (9-</li> </ul>	redundant	
<ul> <li>analysis of a text. (9-10.RL.2.1)</li> <li>I can write informative compositions</li> </ul>	10.SL.4.1)	rhetoric	
in a variety of forms. (9-10.W.3.2)	<ul> <li>I can develop organization,</li> </ul>	• style	
<ul> <li>I can write an introduction that</li> </ul>	substance, and style in a	• textual evidence	
previews what is to follow and	presentation that are appropriate to	• tone	
organizes ideas. (9-10.W.3.2)	the purpose, audience, and task.	transition	
• I can include formatting, graphics,	(9-10.SL.4.1)		
and multimedia when useful. (9-	<ul> <li>I can create presentations with</li> </ul>		
10.W.3.2)	strategic and creative use of digital		
• I can use relevant facts, definitions,	media to enhance understanding of		
details, quotes, and examples from	findings, reasoning, and evidence.		
various sources to develop my	(9-10.SL.4.2)		
topic. (9-10.W.3.2)			
• I can use appropriate and varied			
transitions. (9-10.W.3.2)			
<ul> <li>I can choose language and content-specific vocabulary to</li> </ul>			
express ideas precisely and			
concisely. (9-10.W.3.2)			
<ul> <li>I can establish and maintain a style</li> </ul>			
appropriate to the purpose and			
audience. (9-10.W.3.2)			
• I can write a conclusion. (9-			
10.W.3.2)			
	Dessuress		
Fiction Texts	Resources Nonfiction Texts	Media, Music, Art, etc.	
Fiction Texts		Media, Music, Art, etc. •	
Fiction Texts •		Media, Music, Art, etc. •	
•	Nonfiction Texts •	•	
Fiction Texts • Textbook	Nonfiction Texts     School Resources	•	
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