

**English 10
Essential Curriculum**

Theme	Genre
Hopes and Fears	Memoir
Individual and Society	Novel
The Pursuit of Power	Drama and poetry
The Hero's Journey	Novel

Unit Snapshots (See Unit Plans for complete details.)

Hopes and Fears

Students read literary nonfiction texts that depict the hopes and fears experienced by the writer during a portion of his or her life. Some of these hopes and fears are intensely personal, while others are expressed with a group of people or a nation in mind. Students examine the writer's decisions and actions, and they evaluate the consequences that follow. After experiencing the writer's journey, students identify key hopes and fears that influence their own lives.

Individual and Society

Students explore the theme of Individual and Society by reading a novel that recounts the reactions of individuals to the positive and negative aspects of many different types of societies. Regardless of time period or culture, individuals will inevitably struggle with their roles and the expectations of the society in which they live. By the end of the unit, students will be asked to assess whether society has advanced or regressed.

The Pursuit of Power

Students explore the pursuit of power by reading either a Shakespearean or Sophoclean play that examines the nuances of power. The theme of power is complex and includes the desire and the ability of a character to gain control over others. This power may be political, physical, psychological, or any combination of the three. Students examine the motives and actions of characters in a play who struggle to achieve and maintain power. At the end of the unit, students write an argument or explanatory essay on how and/or why power is achieved, maintained, or destroyed, and its effect on the self and others.

Two of the anchor texts in this unit are tragedies, and one is a comedy. All three address the consequences of the desire of some characters to subject others to their will, albeit with differing moods and tones. The teacher will determine which play is most appropriate for the students in his/her class.

The Hero's Journey

In this unit, students explore the theme of The Hero's Journey by reading a novel that exemplifies the pattern of narrative identified by the American scholar Joseph Campbell. The theme is universal and describes the typical adventure of the archetype known as the Hero, the person who ventures forth and achieves great deeds on behalf of the group, tribe, or civilization. By the end of the unit, students will be able to identify the pattern and assess the results of a specific hero's journey.

**Common Core Standards
Grades 9-10 Band
Expanded With Essential Skills**

READING LITERATURE

Key Ideas and Details

RL.9-10.1 Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text.

Objectives—Students will:

- Select and apply appropriate before-reading strategies to a text; e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
- Select and apply during-reading strategies to monitor comprehension; e.g., rereading, paraphrasing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
- Demonstrate comprehension of a text with after-reading strategies by:
 - summarizing the text.
 - drawing inferences.
 - drawing conclusions.
 - making generalizations.
 - verifying or adjusting predictions.
 - making new predictions.
 - making connections between the text and oneself.
- Respond effectively to critical and analytical text-dependent questions.
- Determine and state evidence that confirms the important ideas and messages of a literary text.

RL.9-10.2 Determine a **theme** or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective **summary** of the text.

Objectives—Students will:

- Analyze main ideas and universal themes by examining:
 - experiences, emotions, issues, and ideas in a text that give rise to the theme.
 - the message, moral, or lesson learned from the text.
 - Determine the relevance of the theme to society.
 - Identify secondary themes in the text.
 - Determine how a theme is relayed through particular details in a literary text.
 - Draw conclusions about characters, plot, and/or symbols to determine theme.
 - Identify details to support main ideas or themes.
 - Distinguish between subjective and objective summaries.
 - Express key ideas through paraphrasing.
 - State or compose a summary that includes events from the beginning, middle, and end of a text.
 - Use appropriate academic or domain-specific words when discussing or writing about literature.
 - Determine how transitional words and phrases are used to provide cohesion.
 - Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.
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RL.9-10.3 Analyze how **complex characters** (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Objectives—Students will:

- Analyze how the actions of the character(s) affect the plot.
- Analyze internal and/or external conflicts that motivate characters and those that advance the plot.
- Analyze internal and/or external conflicts that motivate characters to grow.
- Apply the elements of characterization to show a character’s development.
- Determine how events in the plot lead to a character’s insight or awareness.
- Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters.

Craft and Structure

RL.9-10.4 Determine the **meaning of words and phrases** as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and **tone** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Objectives—Students will:

- Analyze the author’s purposeful use of language.
- Use context to determine the meaning of words.
- Apply knowledge of roots, affixes, and cognates (e.g., Greek, Latin, Anglo-Saxon, African, Arabic, and other Western and non-Western sources) to draw inferences about word meaning.
- Apply knowledge of world mythologies (e.g., Greek, Roman, Norse) to understand the origin and meaning of unfamiliar words.
- Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology).
- Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms).
- Analyze specific words and phrases that contribute to meaning:
 - Idioms, colloquialisms, figurative language, sensory imagery, allegory, symbolism.
 - Denotations of above-grade-level words used in context.
 - Connotations of grade-level words and phrases in context.
- Analyze how repetition and exaggeration contribute to meaning.
- Analyze words and phrases that create tone.

RL.9-10.5 Analyze how an author’s choices concerning how to **structure** a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Objectives—Students will:

- Explain the relationship between the structure of a text and the development of the theme.
- Identify and explain the author’s approach to issues of time (e.g., flashback, frame story).
- Demonstrate an understanding of the structure of novels, dramas, and poetry.
- Analyze the events of the plot: exposition, rising action, climax, falling action, resolution.
- Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure.

- Determine how the setting affects the development of plot.
- Apply the elements of plot structure in an analysis of a story’s plot.
- Apply the elements of dramatic structure in an analysis of a drama’s plot.
- Apply the elements of poetic structure in an analysis of a poem’s theme.
- Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning.

RL.9-10.6 Analyze a particular **point of view** or cultural experience reflected in a **work of literature from outside the United States**, drawing on a wide reading of world literature.

Objectives—Students will:

- Determine the author’s point of view and analyze its limitations.
- Apply knowledge of the different types of point of view to a text.
- Determine the effect of a particular narrator or speaker.
- Analyze the significance of a text in its historical and/or cultural context.

Integration of Knowledge and Ideas

RL.9-10.7 Analyze the representation of a subject or a key scene in **two different artistic mediums**, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

Objectives—Students will:

- Analyze the ways in which different texts illustrate a similar theme or advance a similar argument.
- Demonstrate knowledge of elements of fiction, drama, and poetry.
- Demonstrate knowledge of elements of visual and audio texts.
- Employ effective strategies for “reading” visual and audio text, such as OPTIC: a strategy for unlocking meaning in visuals—art, graphs, charts.
 - a. O = Conduct a brief *overview* of the visual.
 - b. P = Look closely at the *parts* of the visual.
 - c. T = Read the *title* or caption for further information.
 - d. I = Determine connections and *interrelationships* within the graphic.
 - e. C = Draw a *conclusion* about the meaning of the visual as a whole.
- Compare texts addressing similar topics, ideas, or themes but written or composed in different genres.

Note that there is no Reading standard 8 for literature.

RL.9-10.9 Analyze how an author draws on and transforms **source material** in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Objectives—Students will:

- Relate literary works to important primary source documents of their literary or historical period.
- Explain the relationship between a literary work and the life experience of its author.
- Determine inter-textual connections when reading, viewing, or listening to diverse texts.

Range of Reading and Text Complexity

RL.9-10.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 **text complexity** band proficiently, with scaffolding as needed at the high end of the range.

Objectives—Students will:

- Adjust strategies as necessary for comprehending a range of grade-appropriate literary texts (assigned and self-selected) representing diverse cultures, perspectives, ethnicities, and time periods.
 - Comprehend literary texts of steadily increasing complexity, with scaffolding as necessary.
 - Set personal goals and conference regularly with adults to improve reading.
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READING INFORMATIONAL TEXT

Key Ideas and Details

RI.9-10.1 Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text.

Objectives—Students will:

- Select and apply appropriate before-reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
 - Select and apply during-reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
 - Demonstrate comprehension of a text with after-reading strategies by
 - summarizing the text drawing inferences.
 - drawing conclusions.
 - making generalizations.
 - verifying or adjusting predictions.
 - making new predictions.
 - making connections between the text and oneself.
 - Respond effectively to critical and analytical text-dependent questions.
 - Determine and state evidence that confirms the meaning of an informational text.
 - Analyze the author’s use of rhetoric to develop an argument.
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RI.9-10.2 Determine a **central idea** of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective **summary** of the text.

Objectives—Students will:

- Synthesize main ideas to determine a central idea.
 - Determine the relevance of the central idea to society.
 - Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.
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RI.9-10.3 Analyze **how the author unfolds an analysis or series of ideas or events**, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Objectives—Students will:

- Determine details that support the central idea.
 - Identify important persons, events, or ideas in an informational text.
 - Identify the effect the presentation of an important person, event, or idea in the text has upon a reader.
 - Analyze the effectiveness of organizational structures such as definition, classification, comparison/contrast, process, chronological order, and cause/effect.
 - Determine how transitional words and phrases are used to support the organizational structure.
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Craft and Structure

RI.9-10.4 Determine the **meaning of words and phrases** as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and **tone** (e.g., how the language of a court opinion differs from that of a newspaper).

Objectives—Students will:

- Analyze the author’s purposeful use of language.
 - Use context to determine the meaning of words.
 - Assess how the author’s word choice and syntax contribute to the development of ideas.
 - Analyze specific words and phrases (including figurative language) that contribute to meaning.
 - Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning.
 - Denotations of above-grade-level words used in context.
 - Connotations of grade-appropriate words and phrases in context.
 - Analyze words and phrases that create tone.
 - Analyze how sensory language contributes to meaning.
 - Analyze how repetition and exaggeration contribute to meaning.
 - Use appropriate academic or domain-specific words when discussing or writing about informational texts.
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RI.9-10.5 Analyze in detail how an author’s **ideas or claims are developed and refined** by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Objectives—Students will:

- Analyze the author’s use of organizational structures and transition words within a paragraph or between paragraphs.
 - Identify the author’s purpose for an informational text.
 - Examine how parts of the text support the identified purpose of the text.
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RI.9-10.6 Determine an author’s **point of view** or **purpose** in a text and analyze how an author uses **rhetoric** to advance that point of view or purpose.

Objectives—Students will:

- Determine the difference between author’s point of view and author’s purpose.
 - Analyze the author’s use of rhetoric to develop an argument.
 - Identify and explain the relationship between the structure and the purpose of the text.
 - Determine the narrator’s or speaker’s point of view.
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Integration of Knowledge or Ideas

RI.9-10.7 Analyze various accounts of a subject told in **different mediums** (e.g., a person’s life story in

both print and multimedia), determining which details are emphasized in each account.

Objectives—Students will:

- Employ effective note-taking strategies when viewing or listening to text.
- Analyze the effects of various media when listening to or viewing a text.

RI.9-10.8 Delineate and evaluate the **argument** and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Objectives—Students will:

- Identify claims in the text.
- Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not.
- Assess the value of the argument based upon supported claims.
- Identify fallacious or faulty thinking.
- Analyze the validity of supporting details and evidence.
- Analyze the author’s argument for objective and non-biased thinking.
- Evaluate the author’s credibility.
- Analyze the author’s use of rhetoric to develop argument.

RI.9-10.9 Analyze **seminal U.S. documents of historical and literary significance** (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Objectives—Students will:

- Demonstrate knowledge of the difference between primary and secondary sources.
- Explain the similarities and differences between document from different time periods.
- Evaluate the text for bias.

Range of Reading and Text Complexity

RI.9-10.10 By the end of the year, read and comprehend literary nonfiction in the **grades 9–10 text complexity** band proficiently, with scaffolding as needed at the high end of the range.

Objectives—Students will:

- Adjust strategies as necessary for comprehending a range of grade-appropriate literary texts (assigned and self-selected) representing diverse cultures, perspectives, ethnicities, and time periods.
- Comprehend informational texts of steadily increasing complexity, with scaffolding as necessary.
- Set personal goals and conference regularly with adults to improve reading.

WRITING

Text Types and Purposes

W.9-10.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. **Introduce precise claim(s)**, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. **Develop claim(s) and counterclaims** fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to **link the major sections** of the text, create **cohesion**, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a **concluding statement** or section that follows from and supports the argument presented.

Objectives—Students will:

- Gather information to support claims, locating and evaluating sources for reliability.
- Compose an introduction that presents a claim or claims clearly.
- Identify the audience and select evidence for the argument that will effectively reach that audience.
- Use an effective organizational structure to address both the claim and any counterclaims.
- Develop claims and counterclaims with clear reasons and relevant evidence from texts.
- Use words, phrases, and clauses (including transitions) to create cohesion in the text.
- Compose a conclusion that logically follows from and supports the argument.
- Use specific words or phrases that support a consistent formal style.

W.9-10.2 Write **informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. **Introduce a topic**; organize complex ideas, concepts, and information to make important connections and distinctions; include **formatting** (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. **Develop the topic** with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied **transitions** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and **domain-specific vocabulary** to manage the complexity of the topic.
- e. Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing.
- 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).

Objectives—Students will:

- Refine the focus of a topic.
- Gather information on a specific topic from a variety of print and digital sources.
- Select an appropriate organizational structure (e.g., compare/contrast, order of importance).
- Include appropriate text features to aid reader’s understanding.
- Compose an introduction that presents a thesis clearly.
- Compose the body with attention to effective organization of information.
- Compose a conclusion that follows from and supports the explanation.
- Use words, phrases, and clauses (including transitions) to create cohesion in the text.

- Use specific words or phrases that support a consistent formal style.

W.9-10.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. **Engage and orient the reader** by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use **narrative techniques**, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to **sequence events** so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a **vivid picture** of the experiences, events, setting, and/or characters.
- e. Provide a **conclusion** that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Objectives—Students will:

- Establish a point of view and a narrative voice.
- Employ narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Employ a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Use pronouns in the proper case (subjective, objective, possessive), person, and number.

Production and Distribution of Writing

W.9-10.4 Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives—Students will:

- Adopt a tone, style, and format appropriate to the subject, audience, and purpose.
- Demonstrate an understanding of different types of writing and the implications for the writing process.
- Self-assess when writing, applying understanding of writing traits (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation).
- Apply the R.A.F.T. strategy (Role, Audience, Format, Topic) when unlocking the content of a writing prompt so as to meet the criteria of the task.

W.9-10.5 Develop and strengthen writing as needed by **planning, revising, editing, rewriting**, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Objectives—Students will:

- Demonstrate an understanding and application of the writing process, including effective prewriting, drafting, revision, and editing strategies.
- Reflect on the effectiveness of the final draft in terms of the intended purpose and audience.
- Analyze growth throughout the year by reflecting on selected artifacts from student writing folders (hardcopy or electronic files).

W.9-10.6 Use **technology**, including the Internet, to produce, publish, and update individual or shared

writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Objectives—Students will:

- Collaborate with peers during the prewriting and drafting phases by using an electronic sharing tool (such as Turnitin.com).
- Demonstrate proficiency when locating electronic information to develop a thesis or claim.
- Produce and publish writing using technology.
- Use print, human, and electronic resources to evaluate the writer’s progress toward writing goals.

Research to Build and Present Knowledge

W.9-10.7 Conduct **short** as well as more **sustained** research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Objectives—Students will:

- Employ the Big6 process model for research by:
 - Defining the task – selecting an appropriate scope for the project
 - Using effective information-seeking strategies
 - Locating, evaluating, and accessing resources
 - Using information effectively
 - Synthesizing information from multiple sources
 - Evaluating the finished product
- Use primary and secondary source material appropriately, and synthesize material from these texts in the final product.

W.9-10.8 Gather relevant information from **multiple authoritative print and digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, **avoiding plagiarism** and following a **standard format for citation**.

Objectives—Students will:

- Demonstrate the ability to search independently for relevant information using library databases and Internet search strategies.
- Develop search terms using appropriate vocabulary for the topic.
- Take purposeful notes by directly quoting, paraphrasing, or summarizing sources.
- Use MLA format for in-text notation and bibliographic information (Works Cited).
- Demonstrate academic integrity by avoiding plagiarism.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

W.9-10.10 Write **routinely** over **extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Objectives—Students will:

- Craft responses to on-demand writing tasks, timed writing tasks, and multi-draft writing tasks.
 - Construct responses to analytical tasks.
 - Construct response to narrative tasks.
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SPEAKING AND LISTENING

Comprehension and Collaboration

SL.9-10.1 Initiate and participate effectively in a **range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. **Work with peers to set rules** for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by **posing and responding to questions** that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. **Respond thoughtfully to diverse perspectives**, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Objectives—Students will:

- Demonstrate appropriate academic behavior by completing and reflecting on assigned reading.
- Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate.
- Conduct focused research as necessary to prepare for discussions.
- Organize the group by assuming specific roles as needed.
- Develop/Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Identify and agree upon the group’s purpose/goal and deadlines.
- Offer input in a constructive, socially acceptable manner.
- Ask appropriate questions for clarification and extension.
- Listen actively to others.
- Assume leadership and subordinate roles as necessary.
- Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.
- Accept ambiguity and lack of consensus among group members.
- Cite evidence to justify maintaining or modifying one’s own position.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through paraphrasing.
- Summarize the positions or main points made by the other members of the group.

- Solicit elaboration and foster exploration of a variety of ideas and information.
- Periodically, summarize the main points or ideas of the discussion.
- Periodically, connect the opinions or perspectives of others to one’s own opinions.

SL.9-10.2 Integrate **multiple sources of information presented in diverse media** or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Objectives—Students will:

- Apply an understanding of the features and formats of diverse media.
- Determine both the explicit and the implicit ideas found in non-print texts, including digital texts.
- Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.

SL.9-10.3 Evaluate a **speaker’s point of view, reasoning, and use of evidence and rhetoric**, identifying any fallacious reasoning or exaggerated or distorted evidence.

Objectives—Students will:

- Apply critical listening strategies to determine and evaluate a speaker’s central idea or claim.
- Determine how a speaker’s central idea or claim is conveyed through particular details.

Presentation of Knowledge and Ideas

SL.9-10.4 Present **information, findings, and supporting evidence** clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Objectives—Students will:

- Identify an appropriate purpose for communicating (e.g., informing, persuading, problem solving, entertaining, interpreting).
- Determine audience knowledge and interest and anticipate audience response.
- Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.
- Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation.
- Include evidence (e.g., descriptions, facts, and details) that most effectively supports the main ideas or themes of the presentation.

SL.9-10.5 Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Objectives—Students will:

- Apply an understanding of purpose and audience needs when selecting props, visual aids, and electronic media.
- Incorporate props or visual aids (e.g., graphs, charts, diagrams, time lines, tables) to support and convey information and meet audience needs.
- Follow “fair use” (copyright) policies when incorporating multimedia components from other sources.

SL.9-10.6 Adapt **speech** to a variety of contexts and tasks, demonstrating **command of formal English** when indicated or appropriate.

Objectives—Students will:

- Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.
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LANGUAGE

Conventions of Standard English

L.9-10.1 Demonstrate command of the **conventions of standard English** grammar and usage when writing or speaking.

- a. Use **parallel structure**.
- b. Use various types of **phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)** and **clauses (independent, dependent; noun, relative, adverbial)** to convey specific meanings and add variety and interest to writing or presentations.

Objectives—Students will:

- Distinguish between colloquial and nonstandard English.
 - Assess situations for the appropriateness of formal versus informal language.
 - Apply Standard English for clarity, correctness, and effectiveness and to enhance audience interest and understanding.
 - Analyze the extent to which the placement and punctuation of noun, adjective, and adverb clauses affects the clarity of compound, complex, and compound-complex sentences.
 - Use complete sentences.
 - Vary sentence patterns.
 - Recognize variations from standard English in one's own and others' writing and speaking, and use strategies to improve expression in conventional language.
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L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a **semicolon (and perhaps a conjunctive adverb)** to link two or more closely related independent clauses.
 - b. Use a **colon** to introduce a list or quotation.
 - c. **Spell** correctly.
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Knowledge of Language

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective **choices for meaning or style**, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
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Vocabulary Acquisition and Use

L.9-10.4 Determine or clarify the meaning of **unknown and multiple-meaning words and phrases** by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate (based on grades 9-10 reading and content).

- a. Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

- c. Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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L.9-10.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Interpret **figures of speech** (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze **nuances** in the meaning of words with similar denotations.
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L.9-10.6 Acquire and use accurately **general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives—Students will:

- Use reference books and other resources appropriately to confirm word choice.