

LANGUAGE ARTS 9: SEMESTER 1

Unit: Term Book

Lesson: Term Book Introduction

- Students will 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).
- Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- Students will 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.
- Students will 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.
- Students will 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.
- Students will demonstrate command of the conventions of standard English grammar

Unit: Reading Strategies

Lesson: Pre-Reading	<ul style="list-style-type: none">● Students will 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.● Students will draw evidence from literary or informational texts to support analysis, reflection, and research.● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.● Students will 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)● By the end of grade 9, students will be able to 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
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Lesson: Annotated Notes

- Students will learn how to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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).
- Students will learn to 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.
- By the end of grade 9, students will be able to read and comprehend literature,

<p>Lesson: Main Idea</p>	<ul style="list-style-type: none"> ● Students will learn how to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Students will 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. ● Students will 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. ● Students will learn how to draw evidence from literary or informational texts to support analysis, reflection, and research.
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Lesson Paraphrase versus Summarize

- Students will 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.
- Students will 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.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- By the end of grade 9, students will be able to 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.
- Students will learn how to 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.

<p>Lesson: Plot Structure</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will 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). ● By the end of grade 9, students will be able to 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. ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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<p>Lesson: Narrative Elements</p>	<ul style="list-style-type: none"> • Students will learn how to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will 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. • Students will 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. • Students will 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. • Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • Students will 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
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<p>Lesson: Literary Evidence</p>	<ul style="list-style-type: none">● Students will learn how to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.● Students will 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.● Students will learn how to draw evidence from literary or informational texts to support analysis, reflection, and research.
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<p>Lesson: Incorporating Evidence</p>	<ul style="list-style-type: none"> • Students will learn how to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • By the end of grade 9, students will be able to 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. • Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will 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. • Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • Students will 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. • Students will learn how to use technology, including the
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Lesson: Active Listening

- Students will learn how to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will learn how to 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.
- Students will 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).
- Students will 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.
- Students will 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.
- By the end of grade 9, students will be able to read and comprehend literary nonfiction in the grades 9–10 text complexity band

Lesson: Annotating an Essay

- Students will learn how to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will learn how to determine an author's point of view or purpose in a text and analyze how an author uses

Unit: Term Book

<p>Lesson: Term Book Introduction</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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Unit: Writing Strategies

Lesson: Traits of Writing

- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Students will 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.
- Students will 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

<p>Lesson: The Writing Process and Prewriting</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will 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.
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<p>Lesson: Outline</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will 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. ● Students will 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. ● Students will 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
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Lesson: Drafting	Students will learn strategies for drafting an essay.
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<p>Lesson: Conclusion</p>	<ul style="list-style-type: none"> • Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will 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. • Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Students will 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. • Students will 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. • Students will 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
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Lesson: Revise

- Students will 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.
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson: Edit

- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will 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.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will 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.
- Students will 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.
- Students will 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

Lesson: Grammar Basics	<ul style="list-style-type: none"> Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Unit: Shakespeare

Lesson: Shakespeare, Elizabeth, the Renaissance, and the Globe	<ul style="list-style-type: none"> Students will 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. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will 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. Students will analyze how an author draws on and transforms source material in a specific work By the end of grade 9, students will 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.
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<p>Lesson: Histories</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will 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. ● Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment ● Students will analyze how an author draws on and transforms source material in a specific work ● By the end of grade 9, students will 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.
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Lesson: Comedies

- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will 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.
- Students will 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.
- Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- Students will analyze how an author draws on and transforms source material in a specific work
- By the end of grade 9, students will 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.
- Students will determine the meaning of words and phrases

<p>Lesson: Tragedies</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment ● Students will analyze how an
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Lesson; Sonnets	<ul style="list-style-type: none"> ● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will 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. ● Students will 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). ● Students will 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. ● Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment ● Students will analyze how an author draws on and transforms source material in a
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Unit: Romeo and Juliet

<p>Lesson: Characters</p>	<ul style="list-style-type: none">● Students will 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.● Students will 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.● Students will analyze how an author draws on and transforms source material in a specific work● By the end of grade 9, students will 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.
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Lesson: Prologue, Poetry, and Sonnets

- Students will 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.
- Students will 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).
- Students will 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.
- By the end of grade 9, students will 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.
- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson: Queen Mab

- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will 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.
- Students will analyze the representation of a subject or a key scene in two different

<p>Lesson: Character Development</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment ● Students will analyze how an author draws on and transforms source material in a specific work ● By the end of grade 9, students will 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.
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Lesson: Figurative Language

- Students will 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).

Lesson: Interpreting Text

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,

LANGUAGE ARTS 9: SEMESTER 2

Unit: Term Book

<p>Lesson: Term Book Introduction</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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Unit: Romeo and Juliet II

<p>Lesson: Character Relationships</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment ● Students will analyze how an author draws on and transforms source material in a specific work ● By the end of grade 9, students will 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.
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Lesson: Inferences

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,

Lesson: Power of Literature

- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will 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.
- Students will analyze the representation of a subject or a key scene in two different

Lesson: Analysis

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,

<p>Lesson: Evidence and Outline</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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). ● Students will 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. ● Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,
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Lesson: Draft

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,

<p>Lesson: Final Essay</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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). ● Students will 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. ● Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,
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Unit: Nonfiction

<p>Lesson: Nonfiction and Truth</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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 ● Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text ● Students will 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. ● By the end of grade 9, students will read and comprehend literary nonfiction in the grades 9-10 text
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<p>Lesson: Supporting Evidence</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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 ● Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text ● By the end of grade 9, students will read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades
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Lesson: The Expository Essay

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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
- Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- Students will 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.
- Students will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print

<p>Lesson: Technical Documents</p>	<ul style="list-style-type: none"> ● Students will 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. ● By the end of grade 9, students will read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will 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. ● Students will 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.
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Lesson: Biographies and Autobiographies

- Students will 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.
- Students will 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.
- Students will 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.
- By the end of grade 9, students will read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- Students will 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.

Lesson: Grammar - Verbs	Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Lesson: Business Letter

- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will 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.
- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will 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.
- Students will 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.
- Students will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the

Lesson: Persuasive Strategies

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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
- Students will 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.
- Students will analyze in detail how an author's ideas or claims are developed and

<p>Lesson: Persuasive Speech</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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 ● Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text ● Students will 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. ● Students will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print
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Lesson: Grammar - Sentences	<ul style="list-style-type: none"> Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Unit: Term Book

Lesson: Term Book Introduction

- Students will 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).
- Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- Students will 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.
- Students will 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.
- Students will 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.
- Students will demonstrate command of the conventions of standard English grammar

Unit: Real World Literature

Lesson: Reading Poetry

- Students will 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
- By the end of grade 9, students will 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.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- Students will determine an author's point of view or purpose in a text and analyze

<p>Lesson: Writing Poetry</p>	<ul style="list-style-type: none"> ● Students will 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 ● By the end of grade 9, students will 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. ● students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Lesson: Grammar - Capitalization and Other Marks</p>	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson: Humorous Writing

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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
- Students will 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.
- By the end of grade 9, students will 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.
- Students will 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.

Lesson: Editorials

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- Students will 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.
- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will 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.
- Students will 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

<p>Lesson: Write an Editorial</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text ● Students will 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. ● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will 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. ● Students will 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
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Lesson: Publishing

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- Students will 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.
- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will 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.
- Students will 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

LANGUAGE ARTS 10: SEMESTER 1

Unit: Term Book

<p>Lesson: Term Book Introduction</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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Unit: Story Elements

<p>Lesson: Dramatic Literature</p>	<ul style="list-style-type: none">● Students will 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.● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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<p>Lesson: Character Types and Traits</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<p>Lesson: Character Conflict</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<p>Lesson: Themes in Literature</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will draw evidence from literary or informational texts to support analysis, reflection, and research. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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<p>Lesson: Plot Pyramid</p>	<ul style="list-style-type: none">● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.● Students will draw evidence from literary or informational texts to support analysis, reflection, and research.● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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Lesson: Plots

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>Lesson: Figurative Language</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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). ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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Unit: Narrative

<p>Lesson: Narrative</p>	<ul style="list-style-type: none"> ● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Student will 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. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<p>Lesson: Points of View</p>	<ul style="list-style-type: none">● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● Students will 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.● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Lesson: Visual Interpretation

- Students will 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).
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p>Lesson: Tone and Mood</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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). ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<p>Lesson: Lyric and Narrative Poetry</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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). ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Unit: Term Book

<p>Lesson: Term Book Introduction</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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Unit: Grammar and Punctuation

Lesson: Eight Parts of Speech	<ul style="list-style-type: none">● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson: Nouns and Verbs	<ul style="list-style-type: none">● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson: Adjectives and Adverbs	<ul style="list-style-type: none">● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson: Conjunctions and Prepositions	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson: Pronouns and Interjections	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson: Types of Sentences	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson: Structure of Words	<ul style="list-style-type: none"> ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Lesson: Commas	<ul style="list-style-type: none">• Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Unit: Deeper Reading and Essays

<p>Lesson: Marxist Criticism</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Lesson: Foreshadowing

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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.
- Students will 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.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or

<p>Lesson: Context Clues</p>	<ul style="list-style-type: none"> • Students will 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). • Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<p>Lesson: Essay Structure</p>	<ul style="list-style-type: none"> • Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Students will 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.

<p>Lesson: Argumentative Strategies</p>	<ul style="list-style-type: none"> • Students will 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. • Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will 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. • Students will 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. • Students will 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
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Lesson: Argumentative Essay
Introduction

- Students will 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.
- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will 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.
- Students will 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.
- Students will 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

LANGUAGE ARTS 10: SEMESTER 2

Unit: Term Book

<p>Lesson: Term Book Introduction</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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Unit: Nonfiction

<p>Lesson: Cultural Context</p>	<ul style="list-style-type: none">● Students will 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)● Students will 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.● Students will 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.● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<p>Lesson: Historical Context</p>	<ul style="list-style-type: none"> ● Students will 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) ● Students will 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. ● Students will 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. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<p>Lesson: Multimedia PResentations</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will 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. ● Students will integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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<p>Lesson: Newspaper Articles and the Media</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Lesson; Speeches

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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).
- Students will 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.
- Students will analyze seminal US 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.
- Students will demonstrate command of the conventions

Lesson: Blogs	<ul style="list-style-type: none"> • Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will 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. • Students will 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. • Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Unit: Expository Essay

Lesson: Nonfiction Writing	<ul style="list-style-type: none"> • Students will 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.
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Lesson: Expository Essay and Topic

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will 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.
- Students will 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.
- Students will 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.
- Students will 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.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will 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

<p>Lesson: Essay Outline, Draft, and Final</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Students will 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
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Unit: Term Book

<p>Lesson: Term Book Introduction</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. ● Students will 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. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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Unit: Literary Devices

Lesson: Irony	<ul style="list-style-type: none">● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Lesson: Humor Tools	<ul style="list-style-type: none">● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson: Connotation and Denotation	<ul style="list-style-type: none"> ● Students will 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). ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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Unit: Sentence Structure, Punctuation, and Dictionaries

Lesson: Clauses Part I	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson: Clauses Part II	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Lesson: Phrases Part I	<ul style="list-style-type: none"> Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson: Phrases Part II	<ul style="list-style-type: none"> Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson: Colons and Semicolons	<ul style="list-style-type: none"> Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson: Using a Dictionary	<ul style="list-style-type: none"> Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LANGUAGE ARTS 11: SEMESTER 1

Unit: Colonial and Early American Literature

<p>Lesson: American Literature</p>	<ul style="list-style-type: none">● Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.● By the end of grade 11, students will read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Lesson: How to Analyze

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall

Lesson: Native American Literature

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

<p>Lesson: Early American Authors</p>	<ul style="list-style-type: none">● Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.● By the end of grade 11, students will read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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<p>Lesson: Parts of Speech and Vocabulary</p>	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will 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. ● Students will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). ● Students will 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.
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<p>Lesson: Verbs and Words</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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<p>Lesson: Expository Essay</p>	<ul style="list-style-type: none"> • Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) • Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall
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Unit: American Novel

Lesson: Novel Final Project

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

Lesson: Pre-Reading

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

Lesson: Reading Journal

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

Lesson: Novel Themes

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

Lesson: Character and Theme Collage

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

Lesson: An American Novel

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

Unit: The Revolution

<p>Lesson: Shaping America</p>	<ul style="list-style-type: none"> ● Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ● Students will integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ● Students will respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ● Students will work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more central ideas of a text
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Lesson: Independence

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,

<p>Lesson: Historical Documents</p>	<ul style="list-style-type: none"> ● Students will 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. ● Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● Students will draw evidence from literary or informational texts to support analysis, reflection, and research. ● Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Students will write informative/explanatory texts to examine
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Lesson: Voices of the Revolution

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- By the end of grade 11, students will read and

<p>Lesson: Speeches</p>	<ul style="list-style-type: none"> ● Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. ● Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether
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<p>Lesson: Grammar - Sentences</p>	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Students will 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. ● Students will 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. ● Students will 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.
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Lesson: Grammar - Punctuation

- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Students will 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.

<p>Lesson: Writing a Speech</p>	<ul style="list-style-type: none"> ● Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● Students will adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ● Students will 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.
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<p>Lesson: Grammar - Mood, Voice, and Pronouns</p>	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will 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. ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Students will 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.
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Unit: American Play

<p>Project: An American Play</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze
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LANGUAGE ARTS 11: SEMESTER 2

Unit: Romantic and Transcendentalism Literature

Lesson: Romantic Literature

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

<p>Lesson: Biographical Influences</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. ● Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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<p>Lesson: Narrative Structure</p>	<ul style="list-style-type: none"> ● Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Students will engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ● Students will use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● Students will use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ● Students will use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Students will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Lesson: Analysis

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- By the end of grade 11, students will read and comprehend literature,

<p>Lesson: Transcendentalism</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. ● Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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Lesson: American Literature Themes

- Students will Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Students will Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- Students will Write arguments to support claims in an

Lesson: Grammar - Sentences and Vocabulary

- Students will Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- Students will Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Students will Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- Students will 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.
- Students will Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- Students will 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, its etymology, or its standard usage.

Lesson: Written Analysis

- Students will Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Students will Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Students will Demonstrate knowledge of eighteenth-,

Unit: American Point of View

<p>Project: Novel Point of View</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze
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Unit: Realism, Naturalism, Modernism

Lesson: Realism and Naturalism

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

<p>Lesson: Research</p>	<ul style="list-style-type: none"> ● Students will Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● Students will Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. ● Students will Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● Students will Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ● Students will Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Students will Conduct short as well as more sustained research projects to answer a
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Lesson: Editing

- Students will Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Students will Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will Spell correctly.
- Students will Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Students will 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.

Lesson: Point of View

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,

Lesson: College Essay

- 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.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 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).
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

<p>Lesson: Grammar - Appositives and Predicates</p>	<ul style="list-style-type: none"> ● Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will 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. ● Students will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). ● Students will 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.
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<p>Lesson: Modernism and Postmodernism</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. ● Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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Unit: American Point of View II

<p>Lesson Novel: An American Topic</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze
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Unit: Getting the Job

<p>Lesson: Getting the Job</p>	<ul style="list-style-type: none"> ● Students will compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. ● Students will Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. ● Students will Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. ● Students will Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis. ● Students will Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose. ● Students will Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. ● Students will Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing. ● Students will Explain how literary and other texts evoke personal experience and
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LANGUAGE ARTS 12: SEMESTER 1

Unit: Shakespeare Play

<p>Lesson: Shakespeare Play</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze
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Unit: Poetry and Theater

Lesson: Poetry Elements and Types of Poems

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall

Lesson: Epic Poetry

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall

Lesson: Analyzing Poetry

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall

Lesson: History of Theater	<ul style="list-style-type: none"> • Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Lesson: Characterization	<ul style="list-style-type: none"> • Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Lesson: Grammar Basics	<ul style="list-style-type: none"> • Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>Lesson: Term Book Introduction</p>	<ul style="list-style-type: none"> ● Students will 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). ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies ● Students will 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. ● Students will 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. ● Students will 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. ● Students will demonstrate command of the conventions of standard English grammar
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Unit: Literary Theories

Lesson: Literary Theories	<ul style="list-style-type: none">● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain● Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.● Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.● Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.● Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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Lesson: Marxist Criticism

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- Students will cite strong and

Lesson: Feminist Criticism

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- Students will cite strong and

<p>Lesson: Psychoanalytic Criticism</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) ● Students will cite strong and
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Lesson: New Historicism

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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- Students will cite strong and

Lesson: Narratology

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- Students will cite strong and

LANGUAGE ARTS 12: SEMESTER 2

Unit: Satire

Lesson: Introduction to Satire	<ul style="list-style-type: none">● Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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Lesson: A Modest Proposal

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or

<p>Lesson: Gulliver's Travels</p>	<p>Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of</p>
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<p>Lesson: The Canterbury Tales</p>	<ul style="list-style-type: none"> ● Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or
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Lesson: Modern Satire

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or

Unit: Explication

Lesson: Explication

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- Students will write informative/

Unit: Synthesis Paper

Lesson: Synthesis Paper	<ul style="list-style-type: none">● Students will 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.
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Lesson: Using Sources

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Lesson: Outline and Using Sources

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development

Lesson: Breaking Away from Five Paragraphs

- Students will 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.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will 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.
- Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Students will 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.
- Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the

Lesson: Drafting

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development

Lesson: Revising and Editing

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development

