**ESSENTIAL QUESTIONS:**

How does what we know about the world shape the way we view ourselves?

How do our personal experiences shape our view of others?

What does it mean to be an insider or an outsider?

How does a reader make sense of a text?

How do I question text to deepen my own understanding of my reading?

What makes the struggle for power universal?

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| **READING LITERATURE**  **STANDARDS** |
| **RL.9-10.1** |
| **RL.9-10.3** |
| **RL.9-10.6** |

10TH GRADE

Weeks 1-3

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| **READING INFORMATIONAL STANDARDS** |
| **RI.9-10.3** |
| **RI.9-10.5** |
| **RI.9-10.8** |

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| **LANGUAGE** | | |
| **L.9-10.1** |
| **L.9-10.2** |
| **L.9-10.5** |

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| **WRITING** |
| **W.9-10.2** |
| **W.9-10.5** |

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| **SPEAKING**  **LISTENING** | | |
| **SL.9-10.1** |

**RI LEARNING TARGETS & OUTCOMES:**

**RI.9-10.3**

**I CAN…** Summarize the order in which the author unfolds his main ideas or events.‬‬

**I CAN…** ‬ Identify an author’s ideas and claims‬‬

**I WILL…** Figure out the author’s overall purpose in writing (central idea or theme)‬‬

**RL LEARNING TARGETS & OUTCOMES, continued:**

**RI.9-10.8 ‬**

**I CAN…** Delineate the argument and specific claims of a text.‬‬

**I WILL…** Define delineate (describe in detail)‬‬

**RL LEARNING TARGETS &OUTCOMES:**

**RL. 9-10.1**

**I WILL…**Explain how the vocabulary used in the text has multiple meanings

…Identify multiple meanings and how they affect

our understanding of the text

…Select appropriate passages, quotes, or events to support my analysis

**RL.9-10.3**

…Show how a complex character develops throughout the text

…Show how a complex character interacts with other characters

…Show how the complex character and his/her interactions with other characters advance the plot

and theme

**I WILL…** Define “complex character

…Read a text and figure out who the complex character is

…Describe what makes the character complex using appropriate quotations and references from the entire work

…Identify moments in the plot using specific quotations and references from the entire work that show change in the complex character

…Identify interactions between the complex character and other characters

…Identify how complex character affects these interactions

…Show how the interactions move the plot forward

**RL 9-10.6**

**I WILL…** Read literature from outside the United States

**RL LEARNING TARGETS & OUTCOMES continued:**

…Determine the meaning and theme of the piece

…Identify the point of view or cultural influence of the piece

…Analyze the point of view or cultural influence on the meaning and theme

**W LEARNING TARGETS & OUTCOMES:**

**W.9-10.2 ‬**

**I CAN…** Write informative and explanatory texts.

…Examine and convey complex ideas, concepts, and information clearly.

,,,Effectively introduce a topic.

…Organize ideas, concepts, and information

…Include formatting, graphics, and Multimedia.

…Use relevant facts, concrete details, and examples appropriate to the audience’s knowledge of the topic.

…Use appropriate transitions to link the major sections of the text.

…Use precise language and domain-specific vocabulary.

**W LEARNING TARGETS & OUTCOMES continued:**

**W.9-10.5**:

**I CAN…** Develop and strengthen writing as needed.

…Plan, revise, edit, and rewrite my craft.

**I WILL…** Use revision strategies.

…Use editing strategies

…Focus on what is most significant for purpose and audience.

…Write as needed by planning, revising, editing, rewriting, or trying a new approach.

**L LEARNING TARGETS & OUTCOMES:**

**L.9-10.1‬**

**I CAN…** Use the conventions of English grammar appropriately when speaking and writing.

**I WILL…** Use parallel structure.

…Use various types of phrases and clauses  to convey specific meanings.

**L.9-10.2**

**I CAN…** Correctly use punctuation, capitalization, and spelling in writing.

**I WILL…** Use a semicolon to link two or more closely related independent clauses.

…Use a colon to introduce a list or quotation.

…Spell correctly.

…Capitalize proper nouns and adjectives appropriately.

**L.9-10.5**

**I CAN…**Demonstrate understanding of figurative language.

…Demonstrate understanding of word relationships and nuances in word meanings.

**I WILL…**   Interpret figures of speech in context.

…Analyze their role in the text.

…Determine nuances in the meaning of words with similar denotations.

**SL LEARNING TARGETS & OUTCOMES:**

**SL.9-10.1‬**

**I CAN…** Participate effectively in a range of collaborative discussions

…Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

…Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**I WILL…** Participate in one-on-one discussions

…Participate in group discussions

…Participate in teacher-led discussions

…Prepare for a discussion

…Follow rules for discussions

…Ask questions of my group members

…Respond to questions posed by my group members

…Summarize the group’s discussion

…Compare and contrast my perspective with others’

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| **LITERARY EXEMPLARS**  **SAMPLES** |
| 1001 Nights (Arabian Nights) |
| "Life is Sweet" |
| "Deadman's Path" |
| "The Prisoner Who Wore Glasses" |
| "The Overcoat," “The Nose,” & other Gogol |
| "How Much Land Does a Man Need" |
| Text from Oceania (includes Australia) |
| Native American origin myths |
| Contemporary Chinese short stories |
| “End of the Game” (Julio Cortazar) |
| Gabriel Garcia Marquez stories |
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**NOTES:**

\* **Expectation for entire semester RL. 9-10.10**

**I WILL…**‬‬

**\*Expectation for entire semester RI. 9-10.10**‬‬ **I CAN…**‬‬

**For more text exemplar samples please visit the ncdpi site:** http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/exemplar/ela.pdf

**VOCABULARY**

**Vocabulary will consist of tier two words.** These are words that students will most likely see across texts and other domains. These words will be useful in students’ writing. These words relate to other words or ideas that students know or have been learning. (See CCSS Appendix A, pg. 33)

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| **INFORMATIONAL TEXTS EXEMPLARS SAMPLES** |
| Roosevelt's Four Freedoms Speech |
| Nelson Mandela's speech “I Am Prepared To Die” |
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GENRE: Short Story

**ESSENTIAL QUESTIONS:**

How are opinions formed?

How do we get people to think the way we do?

How does conflict change a person's life?

What are the factors that move individuals/communities

/ nations to great sacrifice and what are the consequences?

How does an individual’s religion or philosophy affect their responses to certain situations?

What does it mean to be a strategic reader?

**RL LEARNING TARGETS & OUTCOMES:**

**RL.9-10.2**

**I CAN…** Determine a theme and explain its development throughout the text using specific details.

…Objectively summarize a text

…Read a text and be able to extract the author’s purpose

…Find appropriate quotations and references from the entire work that show how the theme emerges and is refined

…Explain the difference between writing objectively and subjectively

…Read a text and summarize the storyline.

…Show how the author manipulates time …Show how the order of events and manipulation of time create mystery, tension, or surprise

**I WILL…** Plot events on a plot diagram

…Determine the organization of the piece if unique (parallel plots)

…Plot events on a plot diagram

…Plot moments of time manipulation (ex. Pacing, flashback)

…Plot events

…Plot moments of time manipulation

…Determine the author’s intended effect:  mystery, tension, surprise?

…Show how the arrangement of the events and progression of time achieve the intended effect (i.e. How do #1 and #2 lead to #3)

**RL LEARNING TARGETS & OUTCOMES, continued:**

**RL.9-10.7**

**I CAN…** ‬ Compare and contrast the representation of a subject in two different mediums

**I WILL…** View/Read about the same subject in two different ways (ex. Painting and text)

…Compare and contrast the representation of the subject

**RI LEARNING TARGETS & OUTCOMES:**

**RI.9-10.7**

**I CAN…**

‬‬**I WILL…** Read significant documents‬‬‬‬‬‬

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| **READING LITERATURE**  **STANDARDS** |
| **RL.9-10.2** |
| **RL.9-10.5** |
| **RL.9-10.7** |

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| **READING INFORMATIONAL STANDARDS** |
| **RI.9-10.7** |
| **RI.9-10.9** |

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| **LANGUAGE** | | |
| **L.9-10.1** |
| **L.9-10.2** |
| **L.9-10.4** |
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| **SPEAKING LISTENING** |
| **SL.9-10.2** |
| **SL.9-10.6** |

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| **WRITING** |
| **W.9-10.1** |
| **W.9-10.2** |
| **W.9-10.7** |

Weeks 4-8

10TH GRADE

**L LEARNING TARGETS & OUTCOMES:**

**L.9-10.1‬**

**I CAN…** Use the conventions of English grammar appropriately when speaking and writing

**I WILL…** Use parallel structure

…Use various types of phrases and clauses to convey specific meanings

**L.9-10.2**

**I CAN…** Correctly use punctuation, capitalization, and spelling in writing

**I WILL…** Use a semicolon to link two or more closely related independent clauses

…Use a colon to introduce a list or quotation

…Spell correctly

…Capitalize proper nouns and adjectives appropriately

**L.9-10.4**

**I CAN…** Determine the meaning of unknown words

…Clarify the meaning of multiple-meaning words

**I WILL…**Use context clues

…Identify different meanings based on part of speech

…Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the correct pronunciation of a word

…Verify the meaning of a word or phrase within its context

**SL LEARNING TARGETS & OUTCOMES:**

**SL.9-10.2‬**

**I CAN…** Effectively use multiple sources from a variety of media or formats

**I WILL…** Evaluate the credibility, validity, and accuracy of sources

**SL.9-10.6‬**

**I CAN…**Adapt speech to a variety of contexts and tasks

**I WILL…** Choose the correct language for different tasks

… Use formal language in a classroom setting

**W LEARNING TARGETS & OUTCOMES:**

**W.9-10.1:**

**I CAN…** Write arguments to support claims and assertions

**I WILL…** provide logical reasoning and evidence as support

… Differentiate between multiple and opposing claims

… Address arguments for and against the multiple perspectives on a topic

…Organize my writing so that it is cohesive, logical, and reader-friendly

…Use a variety of writing styles that are appropriate to tasks, audiences and purposes

**W.9-10.2 ‬**

**I CAN…** Write informative and explanatory texts.

…Examine and convey complex ideas, concepts, and information clearly

…Effectively introduce a topic

…Organize ideas, concepts, and information

…Include formatting, graphics, and Multimedia

…Use relevant facts, concrete details, and examples appropriate to the audience’s knowledge of the topic

…Use appropriate transitions to link the major sections of the text

…Use precise language and domain-specific vocabulary

**W.9-10.7**:

**I CAN…** short and long-term research to answer a question

**I WILL…** Solve problems

… Narrow or broaden query as necessary

… Appropriately access and use multiple sources

… Determine what is/is not a valid source

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| **LITERARY EXEMPLARS SAMPLES** |
| Girl In Hyacinth Blue |
| In the Time of the Butterflies |
| Cry, the Beloved Country |
| The Alchemist |
| Siddhartha |
| Things Fall Apart |
| My Forbidden Face |
| Nectar in a Sieve |
| Life of Pi |
| Memoirs of a Geisha |
| The Kite Runner |
| A Thousand Splendid Suns |
|  |
| Memoirs of a Geisha |

**VOCABULARY**

**Vocabulary will consist of tier two words.** These are words that students will most likely see across texts and other domains. These words will be useful in students’ writing. These words relate to other words or ideas that students know or have been learning. (See CCSS Appendix A, pg. 33)

**NOTES:**

\* **Expectation for entire semester RL. 9-10.10**

**I WILL…**

**\*Expectation for entire semester RI. 9-10.10** **I CAN…**

**For more text exemplar samples please visit the ncdpi site:** http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/exemplar/ela.pdf

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| **INFORMATIONAL TEXTS EXEMPLARS SAMPLES** |
| memoirs |
| journals |
| religious texts |
| political pieces |

GENRE: Novel

**ESSENTIAL QUESTIONS:**

How does one specific visual or performing art contribute to a particular cultural heritage?

Is humankind inherently good or evil?

Have the forces of good and evil changed over time and if so, how?

How do different cultures shape the definitions of good and evil?

10TH GRADE

Weeks 9-11

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| **WRITING** |
| **W.9-10.3** |
| **W.9-10.6** |

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| **READING LITERATURE**  **STANDARDS** |
| **RL.9-10.5** |
| **RL.9-10.6** |
| **RL.9-10.7**  **RL.9-10.9** |

**RI LEARNING TARGETS & OUTCOMES:**

**RI.9-10.2**

**I CAN…**

**I WILL…** Read significant documents‬‬

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| **LANGUAGE** | | |
| **L.9-10.1** |
| **L.9-10.2** |

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| **READING INFORMATIONAL STANDARDS** |
| **RI.9-10.2** |
| **RI.9-10.6** |

**RL LEARNING TARGETS & OUTCOMES:**

**RL.9-10.5**‬

…Show how the author manipulates time.\

…Show how the order of events and manipulation of time create mystery, tension, or surprise.

**I WILL…** Plot events on a plot diagram

…Determine the organization of the piece if

unique (parallel plots)

…Plot events on a plot diagram

…Plot moments of time manipulation (ex. Pacing, flashback)

…Plot events

…Plot moments of time manipulation

…Determine the author’s intended …effect:  mystery, tension, surprise?

…Show how the arrangement of the events and progression of time achieve the intended effect

**RL.9-10.6**

**I CAN…** Identify a unique point of view or cultural experience

…Determine the meaning and theme of the piece

…Identify the point of view or cultural influence of the piece

…Analyze the point of view or cultural influence on the meaning and theme

**RL.9-10.7**

**I WILL…** View/Read about the same subject in two different ways (ex. Painting and text)

…Compare and contrast the representation of the subject.

…Analyze the similarities/differences in emphasis(What is emphasized) and absent (What is missing) in each.

**RL LEARNING TARGETS & OUTCOMES continued:**

**RL.9-10.9‬**

**I CAN…** Analyze how an author uses and transforms source material in his work.

**I WILL…** Identify the source material

…Identify either the relevant theme or structure from the source to the current work

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| **SPEAKING LISTENING** |
| **SL.9-10.3** |

**W LEARNING TARGETS & OUTCOMES:**

**W.9-10.3**

**I CAN…**‬‬

…Engage and orient the reader by setting out a problem.

…Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines.

…Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

…Provide a conclusion that follows from and reflects on what is experienced.

**I WILL…**‬‬

…Create conflict.

…Use multiple strategies to organize information.

…Establish points of view.

…Sequence events building on a variety of techniques to create a coherent whole .

…Use vivid details to create a clear picture, setting, and characters.

…Provide a conclusion that resolves and reflects the experience.

**W.9-10.6**

**I CAN…**‬‬

**I WILL…**‬‬

…Update individual or shared writing products

…Link to other information in documents

…Display information flexibly and dynamically

**L LEARNING TARGETS & OUTCOMES:**

**L.9-10.1‬**

**I CAN…** Use the conventions of English grammar appropriately when speaking and writing.

**I WILL…** Use parallel structure.

…Use various types of phrases and clauses  to convey specific meanings.

**L.9-10.2**

**I CAN…** Correctly use punctuation, capitalization, and spelling in writing.

**I WILL…** Use a semicolon to link two or more closely related independent clauses.

…Use a colon to introduce a list or quotation.

…Spell correctly.

…Capitalize proper nouns and adjectives appropriately.

**SL LEARNING TARGETS & OUTCOMES:**

**SL.9-10.3.**

**I CAN…** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**I WILL…** Define delineate

..Tell the difference between supported and unsupported claims

**NOTES:**

\* **Expectation for entire semester RL. 9-10.10**

**I WILL…**‬‬

**\*Expectation for entire semester RI. 9-10.10**‬‬ **I CAN…**‬‬

**For more text exemplar samples please visit the ncdpi site:** http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/exemplar/ela.pdf

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| **INFORMATIONAL TEXTS EXEMPLARS SAMPLES** |
| "Hope, Despair and Memory" |
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GENRE: Epic/Mythology

**VOCABULARY**

**Vocabulary will consist of tier two words.** These are words that students will most likely see across texts and other domains. These words will be useful in students’ writing. These words relate to other words or ideas that students know or have been learning. (See CCSS Appendix A, pg. 33)

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| **LITERARY EXEMPLARS SAMPLES** |
| Dante's Inferno |
| Gilagamesh |
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**RI LEARNING TARGETS & OUTCOMES:**

**RI.9-10.3**

**I CAN…** Summarize the order in which the author unfolds his main ideas or events

**RL LEARNING TARGETS & OUTCOMES:**

**RL.9-10.1**

**I WILL…**Explain how the vocabulary used in the text has multiple meanings

…Identify multiple meanings and how they affect

our understanding of the text

…Select appropriate passages, quotes, or events to support my analysis

**I CAN…** Determine a theme and explain its development throughout the text using specific details

…Objectively summarize a text

…Read a text and be able to extract the author’s purpose

…Find appropriate quotations and references from the entire work that show how the theme emerges and is refined

…Explain the difference between writing objectively and subjectively

…Read a text and summarize the storyline

**RL.9-10.4**

**I CAN…** Analyze the meaning of words and phrases as they are used in context

…Explain the meaning of figurative words and phrases as they are used in the text

…Examine the connotative meanings of words and phrases as they are used in the text

.…Analyze the use of word choice including figurative words and words with strong connotation and its effect on meaning and tone

**RL LEARNING TARGETS & OUTCOMES, continued:**

**I WILL…** Define words and phrases given the

context of the sentence and entire text

**RL.9-10.6**

**I CAN…** Identify a unique point of view or cultural experience

…Determine the meaning and theme of the piece

…Identify the point of view or cultural influence of the piece

…Analyze the point of view or cultural influence on the meaning and theme

**RL.9-10.7**

**I WILL…** View/read about the same subject in two different ways (ex. painting and text)

…Compare and contrast the representation of the subject

…Analyze the similarities/differences in emphasis (What is emphasized?) and absent (What is missing?) in each

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| **LANGUAGE** | | |
| **L.9-10.1** |
| **L.9-10.2**  **L.9-10.3**  **L.9-10.5** |

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| **SPEAKING LISTENING** |
| **SL.9-10.5** |

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| **WRITING** |
| **W.9-10.6** |
| **W.9-10.8** |

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| **READING LITERATURE**  **STANDARDS** |
| **RL. 9-10.1** |
| **RL.9-10.2** |
| **RL.9-10.4**  **RL.9-10.6**  **RL.9-10.7** |

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| **READING INFORMATIONAL STANDARDS** |
| **RI.9-10.3** |
| **RI.9-10.5** |

**ESSENTIAL QUESTIONS:**

How do figurative language, literary devices, language, and diction influence the reader’s response to the text?

What is the relevance of studying multicultural texts?

What are enduring questions and conflicts that writers (and their cultures) grappled with hundreds of years ago and are still relevant today?

How can modern media be utilized to enhance interest in classical poetry?

Why would a poet choose not to follow the conventions of standard English and how does this enhance effectiveness?

10TH GRADE

Weeks 12-13

**W LEARNING TARGETS & OUTCOMES:**

**W.9-10.6**

**I CAN…**

**I WILL…**

…Update individual or shared writing products

…Link to other information in documents

…Display information flexibly and dynamically

**W.9-10.8**

**I CAN…**

…Use 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

…Avoid plagiarism and following a standard format for citation

**I WILL…**

…Find information from advanced databases and/or other digital sources

…Avoid plagiarism by using correct citations and following a standard format

…Integrate information into the text to maintain a flow of ideas

…Produce a bibliography

…Determine how the author introduces each main

point

**I WILL…** Figure out the author’s overall purpose in writing (central idea or theme)

**L LEARNING TARGETS & OUTCOMES:**

**L.9-10.1**

**I CAN…** Use the conventions of English grammar appropriately when speaking and writing

**I WILL…** Use parallel structure

…Use various types of phrases and clauses to convey specific meanings

**L.9-10.2**

**I CAN…** Correctly use punctuation, capitalization, and spelling in writing

**I WILL…** Use a semicolon to link two or more closely related independent clauses

…Use a colon to introduce a list or quotation

…Spell correctly

…Capitalize proper nouns and adjectives appropriately

**L.9-10.3**

**I CAN…** Apply knowledge of language in different contexts

**I WILL…** Write and edit my work

…Edit my writing for appropriate discipline and style

**L.9-10.5**

**I CAN…** Demonstrate understanding of figurative language

…Demonstrate understanding of word relationships and nuances in word meanings

**I WILL…** Interpret figures of speech in context

…Analyze their role in the text

…Determine nuances in the meaning of words with similar denotations

**SL LEARNING TARGETS & OUTCOMES:**

**SL.9-10.5**

**I CAN…**

**I WILL…**

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| **LITERARY EXEMPLARS**  **SAMPLES** |
| Petrarchean sonnets |
| Wole Soyinka poems |
| Octavio Paz poems |
| Meena Alexander poems |
| Rainer Maria Rilke poems |
| “Lost in Translation (Merrill) |
| “Book of Twilight” (Neruda) |
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**NOTES:**

\* **Expectation for entire semester RL. 9-10.10**

**I WILL…**

**\*Expectation for entire semester RI. 9-10.10** **I CAN…**

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**VOCABULARY**

**Vocabulary will consist of tier two words.** These are words that students will most likely see across texts and other domains. These words will be useful in students’ writing. These words relate to other words or ideas that students know or have been learning. (See CCSS Appendix A, pg. 33)

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| **INFORMATIONAL TEXTS EXEMPLARS SAMPLES** |
| interviews/letters from poets |
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| JFK'S speech on Cuban Missile Crisis |

GENRE: Poetry

**RL LEARNING TARGETS & OUTCOMES:**

**RL.9-10.4**

**I CAN…** Analyze the meaning of words and phrases as they are used in context.

…Explain the meaning of figurative words and phrases as they are used in the text.

…Examine the connotative meanings of words and phrases as they are used in the text.

…Analyze the use of word choice including

figurative words and words with strong

**I WILL…** Define words and phrases given the context of the sentence and entire text

…Define figurative words and phrases

…Determine their meaning in the context of the sentence and entire text

…Define connotative

…Identify words and phrases with connotative meanings

…Identify words and phrases that are figurative and/or have strong connotation

…Determine the meaning and tone of the piece

**I WILL…** View/Read about the same subject in two different ways (ex. Painting and text)

…Compare and contrast the representation of the subject

…Analyze the similarities/differences in emphasis (What is emphasized) and absent (What is missing) in each

**RL.9-10.9**

**I CAN…** Analyze how an author uses and transforms source material in his work.

**I WILL…** Identify the source material

…Identify either the relevant theme or structure from the source to the current work

**RI LEARNING TARGETS & OUTCOMES:**

**RI.9-10.3**

**I CAN…** Summarize the order in which the author unfolds his main ideas or events.‬‬

**I WILL…** Figure out the author’s overall purpose in writing (central idea or theme)‬‬

**RI.9-10.8 ‬**

**I CAN…** Delineate the argument and specific claims of a text

…Evaluate the argument and specific claims in terms of 1) reasoning and evidence (is it valid and sufficient?), and 2) false statements and fallacious reasoning‬‬

**I WILL…** Define delineate (describe in detail)‬‬

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| **LANGUAGE** | | |
| **L.9-10.1** |
| **L.9-10.2** |
| **L.9-10.6** |

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| **SPEAKING LISTENING** |
| **SL.9-10.1**  **SL.9-10.6** |

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| **WRITING** |
| **W.9-10.2** |
| **W.9-10.9** |

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| **READING INFORMATIONAL STANDARDS** |
| **RI.9-10.3** |
| **RI.9-10.5** |
| **RI.9-10.8** |

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| **READING LITERATURE**  **STANDARDS** |
| **RL.9-10.4** |
| **RL.9-10.7** |
| **RL.9-10.9** |

**ESSENTIAL QUESTIONS:**

How does the quest for power lead to war?

In the face of adversity, what causes some individuals to prevail while others fail?

How does knowledge of history enrich our reading of literature?

How does reading increase understanding of the human condition?

10TH GRADE

Weeks 14-16

**RI LEARNING TARGETS & OUTCOMES, continued:**‬‬‬‬‬‬‬‬‬

**RI.9-10.8 ‬**

**I CAN…** Delineate the argument and specific claims of a text

…Evaluate the argument and specific claims in terms of 1) reasoning and evidence (is it valid and sufficient?), and 2) false statements and fallacious reasoning‬‬

**I WILL…** Define delineate (describe in detail)‬‬

**W LEARNING TARGETS & OUTCOMES:**

**W.9-10.2**

**I CAN…**‬‬

…Examine and convey complex ideas, concepts, and information clearly

…Effectively introduce a topic

…Organize ideas, concepts, and information

….Include formatting, graphics, and Multimedia

**I WILL…**‬‬

…Use relevant facts, concrete details,  and examples appropriate to the audience’s knowledge of the topic

…Use appropriate transitions to link the major sections of the text

…Use precise language and domain-specific vocabulary

**W.9-10.9**

**I CAN…**‬‬

**I WILL…**‬‬

**SL LEARNING TARGETS & OUTCOMES:**

**SL.9-10.1**

**I CAN…**‬‬

…Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion

…Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing

**I WILL…**‬‬

* …Participate in group discussions
* …Participate in teacher-led discussions
* …Prepare for a discussion
* …Follow rules for discussions
* …Ask questions of my group members
* …Respond to questions posed by my group members
* …Summarize the group’s discussion
* …Compare and contrast my perspective with others’

**SL.9-10.6**

**I CAN…**‬‬

 …Demonstrate command of formal English

**I WILL…**‬‬

…Use formal language in a classroom setting

**L LEARNING TARGETS & OUTCOMES:**

**L.9-10.1‬**

**I CAN…** Use the conventions of English grammar appropriately when speaking and writing

**I WILL…** Use parallel structure

…Use various types of phrases and clauses to convey specific meanings

**L.9-10.2**

**I CAN…** Correctly use punctuation, capitalization, and spelling in writing

**I WILL…** Use a semicolon to link two or more closely related independent clauses

…Use a colon to introduce a list or quotation

…Spell correctly

…Capitalize proper nouns and adjectives appropriately

**L.9-10.6**

**I CAN…**‬‬

**I WILL…**‬‬

…Use a variety of different words that are appropriate to specific contexts and audiences

GENRE: Drama/Shakespeare

**NOTES:**

\* **Expectation for entire semester RL. 9-10.10**

**I WILL…**‬‬

**\*Expectation for entire semester RI. 9-10.10**‬‬ **I CAN…**‬‬

**For more text exemplar samples please visit the ncdpi site:** http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/exemplar/ela.pdf

**VOCABULARY**

**Vocabulary will consist of tier two words.** These are words that students will most likely see across texts and other domains. These words will be useful in students’ writing. These words relate to other words or ideas that students know or have been learning. (See CCSS Appendix A, pg. 33)

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| **INFORMATIONAL TEXTS EXEMPLARS SAMPLES** |
| literary criticisms of play |
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| **LITERARY EXEMPLARS SAMPLES** |
| Macbeth |
| Much Ado About Nothing |
| The Tempest |
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**LEARNING OUTCOMES:**

**REVIEW ACTIVITIES:**

**LEARNING TARGETS:**

Week 17

PREP AND REVIEW

FOR EOC EXAM

10TH GRADE