

**Course Resources:****English 10 - Course Syllabus**

English 10 - Course Syllabus

**Description:**

English 10 is an extension of fundamental literary skills required for students to become effective and versatile readers and writers. English 10 provides students with a variety of fiction and nonfiction reading selections chosen for their rich application of various literary structures. This course provides rigorous application training on specific literary analysis skills and promotes the application of these skills across genres. In addition, English 10 promotes the expansion of student vocabulary, as well as, composition of literary analysis, informative and persuasive writing. Students will gain an appreciation for literature through applying skills which increase comprehension and promote a deeper understanding of literary techniques.

**Textbook:** English 10 – Excel Education Systems**Course objectives:**

Apply literary analysis skills to increase comprehension of a variety of genres  
 Identify literary structures, characteristics and themes  
 Identify historical and socio-cultural influences of literature  
 Acquire new vocabulary identified in reading selections  
 Demonstrate written proficiency in literary analysis  
 Enhance expository and persuasive writing skills

**Contents:**

Module 1: Plot and Conflict	Module 7: Elements of Poetry
Module 2: Characterization	Module 8: Literary Style
Module 3: Narration	Module 9: Literature and History
Module 4: Underlying Messages	Module 10: Tragedy and Romance
Module 5: Literary Purpose	Module 11: William Shakespeare: Julius Caesar
Module 6: Lessons through Literature	

**Grading Scale**

A = 90-100%  
 B = 80-89%  
 C = 70-79%  
 D = 60-69%  
 F = under 59%

**Grade Weighting**

Quizzes..... 35%  
 Written Assignments ..... 25%  
 Final Exam..... 40%  
 100%

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						

**Curriculum Map - English Language Arts - English 10**

<p>Module 1: Plot and Conflict <i>(updated 2/26/20)</i></p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.9.5.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.5.2.2(A) 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.</p> <p>ELA.9.5.3.3(A) 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.</p> <p>ELA.9.5.4.4(A) 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</p>	<p>How have your life events impacted you, your family, and friends? How do our surroundings impact our mood? How does literature create the feeling of actually being in a given situation?</p>	<p>Students will: Identify stages of plot development Analyze the narrative technique of suspense Identify and analyze how author's order events Determine how setting influences mood and conflict Identify antagonist, protagonist Analyze foreshadowing Analyze film techniques to create suspense Analyze characteristics of narrative poetry Identify figurative language Cite evidence Make inferences Draw conclusion Write a literary analysis essay with supporting evidence from the text</p>	<p>direct instruction - module pages: English 10: Introduction 1.1 Plot and Conflict 1.2 Suspense Media Connection: Suspense in Film 1.3 Narrative Poetry guided reading worksheets note taking videos</p>	<p><i>Harrison Bergeron To Build a Fire The Race to Save Apollo 13 Exile Crossing the Border Video - Plot and Conflict in a Narrative Video - Apollo 13 Rocket Re-entry</i></p>	<p>quizzes CYU's essay</p>
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(e.g., how the language of a court opinion differs from that of a newspaper).

ELA.9.5.5.5(A)

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).

ELA.9.5.6.6(A)

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.

ELA.9.5.8.8(A)

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.

ELA.9.5.10.10(A)

By the end of grade 9, 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.7.1.1(A)

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

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the argument presented.

ELA.9.7.4.4(A)

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.)

ELA.9.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and

including grades 9-10 on page 75.)

ELA.9.7.6.6(A)

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.

ELA.9.7.7.7(A)

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.

ELA.9.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.9.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ELA.9.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

ELA.9.11.3.3(A)

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.

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

ELA.9.11.4.4(A)

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.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy

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

## ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

## ELA.9.11.6.6(A)

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.

## ELA.9.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

## ELA.9.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## ELA.9.12.3.3(A)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## ELA.9.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

## ELA.9.12.5.5(A)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

## ELA.9.12.6.6(A)

Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history

## ELA.9.12.8.8(A)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

## ELA.9.13.2.2(A)

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process,

	<p>phenomenon, or concept; provide an accurate summary of the text.</p> <p>ELA.9.13.8.8(A) Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>ELA.9.9.7.7.(I) Understand, analyze, evaluate, and use different types of print, digital, and multimodal media. •Evaluate the content and effect of persuasive techniques used in different mass media. •Synthesize information and recognize categories, trends, and themes across multiple sources. •Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior. •Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</p> <p>ELA.9.12.10.10(I) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>					
<p>Module 2: Characterization  (updated 2/26/20)</p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.6.6(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend</p>	<p>What determines our personality? Are all lies bad? How do authors make characters come to life?</p>	<p>Students will: Analyze character traits Analyze character motivation Identify how author's create compelling characters Identify the impact characters have in a story plot Analyze the concept of moral dilemma in terms of character's and plot Identify components of drama: dialogue, stage directions, aside, monologue Analyze conventions of farce Identify author's perspective Examine literary tone Analyze imagery Identify central ideas Make inferences Draw conclusions Cite evidence</p>	<p>direct instruction - module pages: 2.1 Morality 2.2 Character Traits 2.3 Poetic Characterization 3.4 Drama guided reading worksheets note taking video</p>	<p><i>Like the Sun</i> <i>A Celebration of Grandfathers</i> <i>The Gift</i> <i>Those Winter Sundays</i> <i>A Marriage Proposal</i> <i>Video - Character Traits and Character Development</i></p>	<p>quizzes CYU's</p>

literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

- Read widely to understand multiple perspectives and pluralistic viewpoints.

- Self-select texts for personal enjoyment, interest, and academic tasks.

- Read widely to understand multiple perspectives and pluralistic viewpoints.

#### ELA.9.5.1.1(A)

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

#### ELA.9.5.2.2(A)

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.

#### ELA.9.5.3.3(A)

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.

#### ELA.9.5.4.4(A)

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).

#### ELA.9.5.5.5(A)

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).

#### ELA.9.5.6.6(A)

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.

#### ELA.9.5.8.8(A)

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.

#### ELA.9.5.10.10(A)

By the end of grade 9, 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

#### ELA.9.11.3.3(A)

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>•Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p>ELA.9.11.4.4(A) 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> <ul style="list-style-type: none"> <li>•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.</li> <li>•Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</li> <li>•Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>•Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>•Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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.</p> <p>ELA.9.12.4.4(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.</p> <p>ELA.9.12.5.5(A) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>					
<p>Module 3: Narration  (updated 2/26/20)</p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A)</p>	<p>Does time heal all wounds? How is technology dangerous? How does our cultural identity impact our actions? How do authors determine the mode of their storytelling?</p>	<p>Students will: Identify and analyze narrative devices to manipulate time: chronological, foreshadowing, and flashback Identify characteristics of reflective essays Identify point of view: Analyze diction, syntax, and voice Analyze impact of author's word choice Make inferences</p>	<p>direct instruction - module pages: 3.1 Narrative Devices 3.2 Point of View guided reading worksheets note taking</p>	<p><i>There Will Come Soft Rains</i> <i>The Seventh Man</i> <i>The Man in the Water</i> <i>Diaspora</i></p>	<p>quizzes CYU's essay</p>



<p>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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.9.5.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.5.2.2(A) 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.</p> <p>ELA.9.5.3.3(A) 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.</p> <p>ELA.9.5.4.4(A) 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).</p> <p>ELA.9.5.5.5(A) 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).</p> <p>ELA.9.5.6.6(A) 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> <p>ELA.9.5.8.8(A)</p>	<p>Cite evidence Write a literary analysis essay with supporting evidence from the text</p>	
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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.

ELA.9.5.10.10(A)

By the end of grade 9, 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.7.1.1(A)

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

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

ELA.9.7.4.4(A)

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.)

ELA.9.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)

ELA.9.7.6.6(A)

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.

ELA.9.7.7.7(A)

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.

ELA.9.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.9.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ELA.9.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

ELA.9.11.3.3(A)

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.

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

ELA.9.11.4.4(A)

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.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in

word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- Analyze nuances in the meaning of words with similar denotations.

ELA.9.11.6.6(A)

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.

ELA.9.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

ELA.9.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

ELA.9.12.3.3(A)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

ELA.9.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

ELA.9.12.5.5(A)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

ELA.9.12.8.8(A)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

ELA.9.13.2.2(A)

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

ELA.9.13.5.5(A)

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

ELA.9.13.6.6(A)

Analyze the author's purpose in describing phenomena, providing an explanation, describing a procedure, or discussing/reporting an experiment in a text, defining the question the author seeks to address.

ELA.9.12.10.10(I)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Curriculum Map - English Language Arts - English 10**

<p>Module 4: Underlying Messages  (updated 2/26/20)</p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.6.6(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.9.5.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.5.2.2(A) 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.</p> <p>ELA.9.5.3.3(A) 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.</p> <p>ELA.9.5.4.4(A)</p>	<p>How do we learn life's important lessons? What are the elements that build a friendship? Based on your personal experiences, what is the theme of your life? What are some enduring literary themes that apply to all cultures?</p>	<p>Students will: Identify a theme or central idea Analyze how author's develop theme/central idea Identify symbolism Identify rhetoric Compare themes across genres Identify author's point of view or purpose Draw conclusions, Make inference Cite evidence</p>	<p>direct instruction - module pages: 4.1 Symbolism 4.2 Universal Themes 4.3 Persuasion 4.4 Literary Genres guided reading worksheets note taking video</p>	<p><i>Two Friends</i> <i>Do not weep maiden, war is kind</i> <i>The Sonnet-Ballad</i> <i>Tolerance</i> <i>Letter to a Young Refugee</i> <i>from Another</i> <i>Song of P'eng-Ya</i> video - <i>What is Literary Symbolism</i></p>	<p>quizzes CYU's</p>
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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).

ELA.9.5.5.5(A)

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).

ELA.9.5.6.6(A)

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.

ELA.9.5.7.7(A)

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.

ELA.9.5.8.8(A)

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.

ELA.9.5.10.10(A)

By the end of grade 9, 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.11.3.3(A)

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.

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

ELA.9.11.4.4(A)

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.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by

	<p>checking the inferred meaning in context or in a dictionary).</p> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. •Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. •Analyze nuances in the meaning of words with similar denotations.</p> <p>ELA.9.11.6.6(A) 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.</p> <p>ELA.9.12.1.1(A) Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>ELA.9.12.2.2(A) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>ELA.9.12.4.4(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.</p> <p>ELA.9.12.5.5(A) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>ELA.9.12.8.8(A) Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>ELA.9.12.6.6(I) Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history</p>					
<p>Module 5: Literary Purpose <i>(updated 2/26/20)</i></p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A) Analyze how complex characters (e.g., those with multiple or conflicting motivations)</p>	<p>Why are written words so important? How have various types of writing (books, songs, poems) impacted you? How are authors impacted when writing about tragic events?</p>	<p>Students will: Identify impact of author's perspective Identify methods of organizational patterns in narrative nonfiction: spacial, cause and effect Compare author's perspective and author's purpose Analyze poetic purpose Identify impact of author's word choice regarding tone</p>	<p>direct instruction - module pages: 5.1 Narrative Nonfiction 5.2 Author's Perspective 5.3 Poetic Purpose guided reading worksheets note taking video</p>	<p><i>BLOWUP: What Went Wrong on Storm King Mountain And of Clay Are We Created Peruvian Child Lady Freedom Among Us video - Nevado del Ruiz Volcano Eruption</i></p>	<p>quizzes CYU's</p>

develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELA.9.4.4.4(A)

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).

ELA.9.4.5.5(A)

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.

ELA.9.4.10.10(A)

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

ELA.9.5.1.1(A)

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

ELA.9.5.2.2(A)

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.

ELA.9.5.3.3(A)

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.

ELA.9.5.4.4(A)

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).

ELA.9.5.5.5(A)

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).

ELA.9.5.6.6(A)

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.

ELA.9.5.8.8(A)

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.

**ELA.9.5.10.10(A)**

By the end of grade 9, 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

**ELA.9.11.3.3(A)**

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.

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

**ELA.9.11.4.4(A)**

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.

- 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.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**ELA.9.11.5.5(A)**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- Analyze nuances in the meaning of words with similar denotations.

**ELA.9.11.6.6(A)**

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.

**ELA.9.12.1.1(A)**

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such

**Curriculum Map - English Language Arts - English 10**

	<p>features as the date and origin of the information.</p> <p>ELA.9.12.2.2(A) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>ELA.9.12.3.3(A) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>ELA.9.12.4.4(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.</p> <p>ELA.9.12.5.5(A) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>ELA.9.12.8.8(A) Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>ELA.9.13.2.2(A) Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>ELA.9.13.5.5(A) Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>ELA.9.13.6.6(A) Analyze the author's purpose in describing phenomena, providing an explanation, describing a procedure, or discussing/reporting an experiment in a text, defining the question the author seeks to address.</p> <p>ELA.9.13.8.8(A) Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>ELA.9.12.10.10(I) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>ELA.9.13.10.10(I) By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>					
<p>Module 6: Lessons through Literature <i>(updated 2/26/20)</i></p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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</p>	<p>How easily persuaded are you? How do our values and beliefs influence our behavior? How can you use words to express your opinion? Are political advertisements ever unethical?</p>	<p>Students will: Analyze persuasive and rhetorical elements: repetition, parallelism, inductive reasoning Identify emotional appeal Analyze elements of an argument Identify examples of claims and evidence Determine the theme of an allegory Analyze didactic literature</p>	<p>direct instruction - module pages: 6.1 Rhetorical Devices 6.2 Emotional Appeal 6.3 Moral Lessons guided reading worksheets</p>	<p><i>On Nuclear Disarmament</i> <i>I Acknowledge Mine</i> <i>The Blue Stones</i> <i>How Much Land Does a Man Need</i> video - <i>Jane Goodall Tribute</i> video - "<i>Daisy</i>" Ad</p>	<p>quizzes CYU's</p>

<p>summary of the text.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.6.6(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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.  <ul style="list-style-type: none"> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul> </p> <p>ELA.9.5.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.5.2.2(A) 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.</p> <p>ELA.9.5.3.3(A) 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.</p> <p>ELA.9.5.4.4(A) 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).</p> <p>ELA.9.5.5.5(A) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger</p>	<p>Identify fact vs. opinion</p> <p>Analyze persuasive media techniques: rhetorical fallacies, logical fallacies, sound</p> <p>Analyze media political advertisements</p> <p>Summarize and paraphrase</p> <p>Draw conclusions</p> <p>Cite evidence</p>	<p>note taking</p> <p>videos</p>	<p>video - <i>Ronald Reagan TV Ad</i></p>
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portions of a text (e.g., a section or chapter).

ELA.9.5.6.6(A)

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.

ELA.9.5.8.8(A)

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.

ELA.9.5.10.10(A)

By the end of grade 9, 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.11.3.3(A)

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.

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

ELA.9.11.4.4(A)

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.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

ELA.9.11.6.6(A)

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.

ELA.9.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

ELA.9.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

ELA.9.12.3.3(A)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

ELA.9.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

ELA.9.12.5.5(A)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

ELA.9.12.8.8(A)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

ELA.9.9.3.3(I)

Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

ELA.9.9.7.7.(I)

Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.

- Evaluate the content and effect of persuasive techniques used in different mass media.
- Synthesize information and recognize categories, trends, and themes across multiple sources.
- Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
- Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.

ELA.9.12.10.10(I)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

<p>Module 7: Elements of Poetry <i>(updated 2/26/20)</i></p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.6.6(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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.</p> <ul style="list-style-type: none"> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul> <p>ELA.9.7.1.1(A) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>•Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>•Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>•Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s)</li> </ul>	<p>In what ways is poetry more than rhyme structure? How does poetry help our understanding of the self, others, and the world? How does poetic structure engage the reader?</p>	<p>Students will: Identify characteristics of poetic forms including: lyric, ode, ballad, sonnet, free verse Identify poetic structure Determine rhyme scheme Apply strategies for reading poetry Identify and interpret imagery, metaphor, simile, personification, hyperbole Identify and analyze sound devices: repetition, alliteration, consonance, onomatopoeia Write a persuasive essay in response to given prompt.</p>	<p>direct instruction - module pages: 7.1 Poetic Sound Devices 7.2 Ballads and Lyric 7.3 Free Verse and The Sonnet guided reading worksheets note taking</p>	<p><i>There Will Come Soft Rains</i> <i>Meeting at Night</i> <i>The Sound of Night</i> <i>Tonight I Can Write</i> <i>Piano</i> <i>Fifteen</i> <i>Lord Randall</i> <i>Ballad Balada</i> <i>Midwinter Blues</i> <i>I dwell in Possibility</i> <i>Variation on a Theme by Rilke</i> <i> blessing the boats</i> <i>The Fish</i> <i>Christmas Sparrow</i> <i>The Sloth</i> <i>Sonnet 18</i> <i>Sonnet XXX</i></p>	<p>quizzes CYU's essay</p>
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and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the argument presented.

ELA.9.7.4.4(A)

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.)

ELA.9.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)

ELA.9.7.6.6(A)

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.

ELA.9.7.7.7(A)

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.

ELA.9.7.8.8(A)

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.

ELA.9.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.9.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.

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

	<p>ELA.9.11.2.2(A)                  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  •Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.                  •Use a colon to introduce a list or quotation.                  •Spell correctly.</p> <p>ELA.9.11.3.3(A)                  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.                  •Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p>ELA.9.11.4.4(A)                  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.                  •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.                  •Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)                  •Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.                  •Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>ELA.9.11.5.5(A)                  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                  •Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.                  •Analyze nuances in the meaning of words with similar denotations.</p> <p>ELA.9.11.6.6(A)                  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.</p>					
<p>Module 8: Literary Style  (updated 2/26/20)</p>	<p>ELA.9.4.1.1(A)                  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A)                  Determine a theme or central idea of a text and analyze in detail its development over</p>	<p>What makes people unique?                  What aspects of people's style do you admire?                  How does style and structure reflect the theme and meaning of a</p>	<p>Students will:                  Analyze author's unique literary style: Poe, Whitman, Frost                  Identify characteristics of literary style including:                  cataloging, colloquial language                  Identify author's purpose                  Analyze diction, tone, and imagery</p>	<p>direct instruction - module page: 8.1 Poe, Whitman, and Frost                  guided reading worksheets                  note-taking</p>	<p><i>The Pit and the Pendulum</i>  <i>The Lake</i>  <i>Birches</i>  <i>Mending Wall</i>  <i>When I Heard the Learn'd Astronomer</i></p>	<p>quizzes                  CYU's</p>



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<p>the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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.  <ul style="list-style-type: none"> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul> </p> <p>ELA.9.11.3.3(A) 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.  <ul style="list-style-type: none"> <li>•Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</li> </ul> </p> <p>ELA.9.11.4.4(A) 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.  <ul style="list-style-type: none"> <li>•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.</li> <li>•Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</li> <li>•Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>•Verify the preliminary determination of the meaning of a word or phrase (e.g., by</li> </ul> </p>	<p>theme and meaning of a piece of literature?</p>	<p>Analyze diction, tone, and imagery          Make inferences          Paraphrase          Summarize</p>	<p>note taking videos</p>	<p><i>Astronomer          The          Artilleryman's          Vision          video - Why          Should You Read          Edgar Allan Poe          video -          Biography, Walt          Whitman          video -          Biography,          Robert Frost</i></p>
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	<p>checking the inferred meaning in context or in a dictionary).</p> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>•Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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.</p> <p>ELA.9.9.3.3(I) Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>					
<p>Module 9: Literature and History <i>(updated 2/26/20)</i></p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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.</p> <ul style="list-style-type: none"> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul>	<p>How are prejudice and bias created? What are the benefits/challenges of questioning social order? How does literature serve as an agent of social change?</p>	<p>Students will: Identify characteristics of memoirs Identify characteristics of historical fiction: Analyze theme in historical context Identify cultural characteristics Identify impact of author's background Identify author's point of view or purpose Write an informative essay given a writing prompt</p>	<p>direct instruction - module pages: 9.1 Memoirs 9.2 Historical Fiction guided reading worksheets note taking videos</p>	<p><i>Night</i> <i>Montgomery</i> <i>Boycott</i> <i>On the Rainy River</i> video - <i>Elie Wiesel</i> <i>Biography</i> video - <i>Coretta Scott King, The Women Behind the Man</i> video - <i>Components of Historical Fiction</i></p>	<p>quizzes CYU's essay</p>

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

## ELA.9.5.1.1(A)

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

## ELA.9.5.2.2(A)

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.

## ELA.9.5.3.3(A)

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.

## ELA.9.5.4.4(A)

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).

## ELA.9.5.5.5(A)

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).

## ELA.9.5.6.6(A)

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.

## ELA.9.5.8.8(A)

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.

## ELA.9.5.10.10(A)

By the end of grade 9, 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

## ELA.9.7.2.2(A)

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.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended

definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity 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.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications)

ELA.9.7.4.4(A)

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.)

ELA.9.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)

ELA.9.7.6.6(A)

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.

ELA.9.7.7.7(A)

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.

ELA.9.7.8.8(A)

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.

ELA.9.7.9.9(A)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- Apply grades 9-10 Reading standards to

literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

ELA.9.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.9.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.

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

ELA.9.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- Use a colon to introduce a list or quotation.

- Spell correctly.

ELA.9.11.3.3(A)

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.

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

ELA.9.11.4.4(A)

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.

- 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.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.9.11.5.5(A)

	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>•Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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.</p> <p>ELA.9.12.1.1(A) Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>ELA.9.12.2.2(A) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>ELA.9.12.3.3(A) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>ELA.9.12.4.4(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.</p> <p>ELA.9.12.5.5(A) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>ELA.9.12.6.6(A) Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history</p> <p>ELA.9.12.8.8(A) Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>ELA.9.5.7.7(I) 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.</p>					
<p>Module 10: Tragedy and Romance  (updated 2/26/20)</p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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</p>	<p>How do decisions, actions, and consequences vary depending on people's different perspectives? How do quests live on in history and legend? What characteristics of literature enable a</p>	<p>Students will: Identify and analyze elements of Greek tragedy: tragic hero, tragic flaw, chorus, dramatic irony Identify conventions of classical world drama Analyze characteristics of medieval romance Identify elements of Code of</p>	<p>direct instruction - module pages: 10.1 Greek Tragedy 10.2 Medieval Romance 10.3 Parody guided reading worksheets</p>	<p><i>Antigone</i> <i>The Crowning of Arthur</i> <i>Sir Launcelot du Lake</i> <i>The Acts of King Arthur and His Noble Knights</i> <i>Don Quixote</i></p>	<p>quizzes CYU's</p>

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<p>specific details; provide an objective summary of the text.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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.</p> <p>ELA.9.4.6.6(A) 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.</p> <p>ELA.9.4.7.7(A) 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).</p> <p>ELA.9.4.9.9(A) 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 or how a Minnesota American Indian author uses oral tradition to create works of literature).</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.9.11.3.3(A) 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. •Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p>ELA.9.11.4.4(A)</p>	<p>piece to endure over time?</p>	<p>Chivalry Analyze elements of parody Identify archetype characterization Make inferences Draw conclusions Cite evidence</p>	<p>note taking</p>	<p><i>The Man of La Mancha</i></p>
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	<p>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> <ul style="list-style-type: none"> <li>•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.</li> <li>•Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</li> <li>•Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>•Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>•Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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.</p>					
<p>Module 11: William Shakespeare: Julius Caesar  <i>(updated 2/26/20)</i></p>	<p>ELA.9.4.1.1(A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9.4.2.2(A) 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.</p> <p>ELA.9.4.3.3(A) 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.</p> <p>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) Analyze how an author's choices concerning</p>	<p>What are some negative aspects of ambition? What social factors increase the chance of violence in society? How are contemporary politicians the same and different from ancient times? How do the writings of Shakespeare provide us with a glimpse into the past and the present?</p>	<p>Students will: Read and analyze Shakespearean drama Identify elements of Shakespearean tragedy: tragedy, tragic hero, tragic flaw Identify and analyze plot advancement through characterization Identify themes Identify Shakespeare's use of dramatic irony, word play, puns Cite evidence</p>	<p>direct instruction - module pages: 11.1 Shakespearean Drama Media Connection - Shakespeare in Film guided reading worksheets note taking videos hyperlink to sparknotes</p>	<p><i>The Tragedy of Julius Caesar</i> video - <i>William Shakespeare - in a nutshell</i> video - <i>Charlton Heston, Mark Antony Speech</i></p>	<p>quizzes CYU's</p>



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.

ELA.9.4.6.6(A)

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.

ELA.9.4.10.10(A)

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

ELA.9.11.3.3(A)

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.

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

ELA.9.11.4.4(A)

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.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

ELA.9.11.6.6(A)

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.

**ELA.9.12.3.3(A)**

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**ELA.9.12.4.4(A)**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

**ELA.9.4.9.9(I)**

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 or how a Minnesota American Indian author uses oral tradition to create works of literature).

**ELA.9.9.7.7.(I)**

Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.

- Evaluate the content and effect of persuasive techniques used in different mass media.
- Synthesize information and recognize categories, trends, and themes across multiple sources.
- Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
- Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.