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EDUC 3310-02

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Grade 10 Language Arts Curriculum Map

First Nine Weeks:

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

Activities:

-Students will read and analyze meaning and purpose in Arthur Miller's *The Crucible* as a class in whole group discussion with guided questions by the teacher who will be modeling how to dissect a piece of literary work and how to analyze it by its pieces. (**class participation, comments and notes for notebook**)

-In groups students will find textual evidence to support the analysis of *The Crucible* made as a group using a **worksheet. (5pts)**

- Read and analyze meaning and purpose in Richard Connell's "The Most Dangerous Game" by self using a **worksheet. AQ:** What is one of the main themes Richard Connell is trying to explain in his short story "The Most Dangerous Game"? (**5pts**)

- Find specific textual evidence for analysis in the story by completing a **worksheet. (5pts)**

- Create and type a one page **essay** analyzing "The Most Dangerous Game" with support from the text. (**50 pts**)

Total Points: 65 pts

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

Activities:

-Students will **brainstorm on a piece of paper** what message the author is trying to deliver to the audience and what theme is present in the text while reading the first three chapters of Nathaniel Hawthorne's *The Scarlet Letter*.

- Students track the development of risk as a theme while reading the text by using an "**It Says, I Say**" **graphic organizer** where students select six passages from the text that exemplifies the theme and list them with page number citation on the "It Says" portion and then on the "I Say" portion students explain the author's purpose for the passage and/or how it relates to the overall theme. (**5 pts**)

-After finishing the text students will go back and review the passages that they marked to determine how the theme developed over time by completing a **flow chart. AQ:** How has the theme of risk developed throughout the novel? (**5 pts**)

-Have students type an objective **summary** of the novel. (**5 pts**)

-Students will identify a song that represents a theme in “The Most Dangerous Game”. They will print the lyrics of the song and then write a **two paragraph** response explaining a theme that takes place in the short story, how it has developed over time, and how this song relates to this theme. Students will post their response to the classroom blog along with the song lyrics. **(10 pts)**

Total points: 25 pts

Standard Statement: RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Activities:

-Students will pick one character from *The Scarlet Letter* to track during the text by using **post-it notes** to indicate areas where there is a shift in the character, something new is unveiled to change your opinion of the character, important interactions with other characters, and important events that help develop the plot or theme.

-Students will get into groups according to their character to discuss and complete a **worksheet/organizational chart** over how their character develops over time in the novel with support from the text. **(5pts)**

-In their groups students will complete a worksheet that analyzes how their character interacts with and treats other characters in the text with textual support by completing an **organizational chart**. **(5 pts)**

-In their groups students will discuss and complete a **worksheet** over how their character helps develop the theme of risk in the novel. **(5 pts)**

-Students will use Windows Moviemaker to create a **short video** using images, quotes, and symbols as visuals accompanied with music that explains how their character has been involved with the theme of risk in the novel. These videos will be uploaded to the classroom blog. **AQ: How has your character used to develop the theme of risk in the novel? (50 pts)**

Total Points: 65 pts.

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

Activities:

-Students will complete a short online interactive **quiz** over text structure to evaluate their current knowledge of text structure.

<http://www.ereadingworksheets.com/text-structure/text-structure-activities/text-structure-interactive-quiz/>

-I will play a YouTube video for students to review text structure and the various types of plot.

<http://www.ereadingworksheets.com/text-structure-worksheets/text-structure-lesson.htm>

-Students will track the plot development of Hawthorne’s *The Scarlet Letter* using a **flow chart**. **(5 pts)**

-Students will read “The Sniper” by Liam O’Flaherty. While reading the short story, students will track the plot development using **post-it notes**. Students will choose five key sentences that exemplify plot development and write them on the post-it notes. Students will be instructed to pay close attention to effects that create mystery tension, or surprise. The students will then rearrange the post-it notes to see how they change the development of the theme in the story.

- (4th nine weeks) Students will read *Tale of Two Cities* by Charles Dickens. While reading the novel, students will track the plot development using a **graphic organizer**. Students will have a section to track points in the story that concern the structure of the plot, including parallel plots, and the manipulation of time. They will have to cite the page number that they are referencing and explain how this passage aids in the development of the plot and creates mystery, tension, or surprise. **AQ:** How does the development of the plot contribute to the creation of mystery, tension, or surprise in the novel?

Total Points: 5 pts.

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

Activities:

-Students will create a **literacy portfolio** that they will develop throughout the school year. They begin by listing an honest assessment of their literacy experience (what types of books they have read and feel comfortable reading i.e. graphic novels, fantasy, etc). Then we will take what they feel comfortable with and use as a spring board to determine what their goal is for each nine weeks and for the end of the school year (i.e. being familiar with literature written in old English by the first nine weeks). Students will reach these goals through in class work as well as through their independent novels. They will track their levels of progress with each type of literature in their portfolio. **AQ:** What is your literature goal for the first nine weeks? **(20 pts each 9 wks)**

-Students will work in literature circles throughout the year to discuss the texts and help each other analyze the literature and point out specific details. These groups will be used to help struggling students as well as to help more gifted students.

Total Points: 20 pts

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

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

Activities:

-Students will read the beginning of Edgar Allen Poe’s “The Tell Tale Heart”. The students will then take the details and problems that begin the story and **write their own ending to the story** using a variety of literary techniques and sequencing events so that they build off of one another. Students will use precise words and phrases to give details and use sensory language to create a picture of what is happening. The narrative will end with a plausible conclusion. **(30 pts)**

-Students will create a scary **short story** that contains a variety of literary devices, sensory language, details, and narrative techniques. The story will have a coherent sequence of events that builds off of each other. The story will begin by engaging the reader, explaining the problem, establishing a point of view, and introducing the character/s.. The story will end with a plausible conclusion. **(50 pts)**

-Students will write a **journal entry** in the point of view of Hester or Chillingworth from *The Scarlet Letter*. This entry will contain a detailed description of the events at the beginning of the book when Hester is standing on the platform refusing to name her lover. The students are to write the entry with specific details, narrative techniques, and sensory language. The entry must have a coherent sequence of events ending with a plausible conclusion. Students will post their journals on the classroom blog. **AQ: What does Hester or Chillingworth feel when Hester is up on the platform? (20 pts)**

-Students will create a **narrative poem** that contains a variety of literary devices, sensory language, details, and narrative techniques. The poem will have a coherent sequence of events that builds off of each other. The poem will begin by engaging the reader, explaining the problem, establishing a point of view, and introducing the character/s. The poem will also end with a plausible conclusion. **(50 pts)**

- Students will create a **short story** detailing what a perfect day for them would be like. They would write this as a narrative (as if it was actually happening) not as a response (i.e. A perfect day for me would be...). The story contains a variety of literary devices, sensory language, details, and narrative techniques. The story will have a coherent sequence of events that builds off of each other. The story will begin by engaging the reader, explaining the problem, establishing a point of view, and introducing the character/s.. The story will end with a plausible conclusion. **(50 pts)**

Total Points: 200 pts

Content Standard: W.9-10.4. 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.)

Activities:

-Students write a **narrative short story** that is a mystery. The story must be appropriate for the audience (their peers), must be written as a mystery and must follow the format of a narrative text. **(50 pts)**

- (**3rd Nine Weeks**) Students write an **informational report** about one of the historical speeches or addresses we will be reading. The report must be appropriate for the audience, must follow the format of an informational report and must be researched using the internet and/or books. **(50 pts)**

- (**4th Nine Weeks**) Students write a **persuasive essay** about year-around schooling. The essay must be appropriate for the audience, follow the format of a persuasive essay and must be researched on the internet. **(50 pts)**

- (**3rd Nine Weeks**) Students complete a simulation activity where they will pretend they are writers for the local newspaper and they are assigned to write about the fire at the school. The students will have mock interviews with the principle, cook, teacher, fire marshal, and a student. They will take their notes and write a **300 word newspaper article** about the school fire. The

article must be appropriate for the audience, follow the format of newspaper writing, and must contain details from the interviews. **(30 pts)**

- **(3rd Nine Weeks)** Students will write an **editorial** for their local newspaper about teen curfew. The article must be appropriate for the audience, follow the format of editorial writing, and must contain some statistics to back up claims. **AQ:** What is your opinion of the teen curfew? **(20 pts)**

Total Points: 50 pts

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

Activities:

- **(3rd Nine Weeks)** Students will pair up and exchange their informational essays written for standard **W.9-10.2**. Each student will **peer-review** another student's essay. Students can write on the essays as need to indicate where change is needed. After they have read and reviewed the essay they will conference with each other and discuss changes that can be made to improve each of their essays.

-Students will post their narrative short stories written for standard **W.9-10.3** on the classroom blog. Each student will draw a name of another student to indicate which story they should read. Each student will read another students' narrative and post a **comment** on the blog giving that student feedback and constructive criticism. **AQ:** What could this student do to improve their short story? **(5 pts)**

- **(4th Nine Weeks)** Students will turn in their persuasive essays written for standard **W.9-10.1**. After reviewing the essays I will conference with students one on one about their essays to give them feedback and explain where there is room for improvement. The students will get back their essays and make **changes** as needed before turning in their final copy.

- **(3rd Nine Weeks)** Students will get into their literature circles and discuss the rubric and grading criteria for their newspaper articles written for standard **W.9-10.4**. After discussing the criteria each student will read their article and **grade** it using the rubric. They will then pass it to the person beside them who will grade the article according to the rubric. The article will make another rotation around so that it is graded by the writer and two other peers. After the grading is done the papers are returned to the owners. The students will then compare the grade they assigned themselves to the grades given to them by their peers. The groups will then discuss what problems they have had with their article and ways to fix the problems. The students will then revise their article before turning it in.

- **(4th Nine Weeks)** Students will email their persuasive essay written for standard **W.9-10.4** to another classmate who will open it up and **edit** it using the track changes software in Microsoft word. After the student has read a reviewed the essay they will send it back to the writer who will make changes before turning in the final copy.

-Students will address planning for their writing in standards **W.9-10.1&2**.

-Students will address writing for purpose and audience in standard **W.9-10.4**

Total Points: 5 pts

Content Standard: W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Activities:

- (4th Nine Weeks) Students will type their **persuasive essay** for standards **W.9-10.4 & W.9-10.1**.using Microsoft Word.
- Students will publish their narrative **journal entry** for standard **W.9-10.3** to the classroom blog.
- Students will **comment** on each others' work that is published on the blog as part of the activities for standard **W.9-10.5**.
- (4th Nine Weeks) Students will use Microsoft Word track changes software to **edit** and update their writing projects as part of the activities for standard **W.9-10.5**. **AQ:** Are the students using the software correctly to track the changes they make to their peers' essays?
- (4th Nine Weeks) Students will share work with each using email for peer review as part of the activities for standard **W.9-10.5**.

Total Points 0 pts

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

Activities:

- After reading *The Crucible* students will **research** one of the following hysteria crises that our country has faced since the Salem witch trials: the Red Scare, Japanese internment camps, or hysteria against Muslim and Middle Eastern Americans after 9/11.
- While students are researching they will create an **online research folder** where they will store notes and citation information that will be used to write their paper. They must have at least five sources in their folders. **(5 pts)**
- Students will write a one to **two page informational essay** about the hysteria crisis and how it compares and contrasts to that of the Salem witch trials. **AQ:** How does the crisis you researched compare to the Salem witch trials? How does it differ? **(50 pts)**
- Students will research the time period that one of the historical documents we will read was written or delivered in by completing a **WebQuest**. **AQ:** What was the historical context of the document you are researching? **(10 pts)**
- Students will give a **two paragraph response** on the historical context of the document. **(20 pts)**

Total Points: 85 pts

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

Activities:

- (3rd Nine Weeks) Students will complete **timed writings** in response to standardized test prompts. After they are finished the students will be given a rubric that they will use to grade their writing before handing it in. The teacher will then grade the response as well so that the student learns how to self evaluate their answers to the expectations of the teacher and test makers. **(15 pts each x 6= 90 pts = 45 pts per 9 weeks)**
- Students will complete a **long research essays** throughout the year that would take over a week. **(Standards: W.9-10.1&2;W.9-10.4)**

-Students will complete short **response essays** throughout the year that would take a couple of days. (Standards: **RL.9-10.1;W.9-10.3&4;W.9-10.8&9**)

-Students will complete **short extended response** questions throughout the year in class. (Standards: **RL.9-10.2;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W.9-10.7-9**)

-Students will complete **longer essays** that will require revision and reflection throughout the year. (Standards: **W.9-10.1-5**)

-Students will complete **writing responses** for a variety of purposes (i.e. informational, persuasion, narrative) and for a variety of audiences (i.e. peers, teachers, community) (Standards: **RL.9-10.1&;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W.9-10.1-5;W.9-10.7-9**) **AQ:** Can students write effectively for a variety of audiences?

Total Points: 0 pts

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

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

Activities:

-Students will work in literature circles throughout the year to discuss the readings and materials that we are studying. In the literature circles students will be expected to work with their peers to set rules for the group, divide jobs fairly, discuss larger ideas, allow everyone to **contribute** and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and references to the text. The students are expected to complete all **assignments** that are assigned to the group. **AQ:** Work in your literature circles to analyze the reading.

-Students will also be working in pairs to discuss the information being studied in class and to work on editing their essays. In the pairs students will be expected discuss larger ideas, allow the other person to **contribute**, and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and reference to the text. The students are expected to complete all **assignments** that are assigned to them.

-Students will also be working as one large class with the teacher in teacher-led discussions about the texts. Students are expected to be well prepared for the discussion and to **contribute** to the discussion by drawing on the preparation for the discussion by referring to evidence from texts. Students are expected to allow each student a chance to communicate their ideas.

- Students will work as a class to **contribute** to rules for discussions in the classroom at the beginning of the year.
- Students will work in group according to the character that they pick for Nathaniel Hawthorne's novel *The Scarlet Letter*. All students are expected to be prepared and **contribute** to their group. **(Standard RL9-10.3).**

Total Points: 0 pts

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

Activities:

- Students will create a five minute PowerPoint **presentation** about themselves at the beginning of the year. **AQ:** Create a five presentation about aspects of your life that you would like your classmates and me to know about you. **(20 pts)**
- (**4th Nine Weeks**) Students will create a 10 minute PowerPoint persuasive **presentation** about their persuasive essay. **(30 pts)**
- (**3rd Nine Weeks**) Students will create a 10 minute PowerPoint **presentation** about their informative essay. **(30 pts)**
- Literature circle members will **present** analysis of texts that their group has discussed.
- Students will **present** their analysis about how an essay should be graded to the class. **(Completed in standard W.9-10.4.)**

Total Points: 20 pts

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

Activities: (The first four activities are linked with the activities in standard SL.9-10.4)

- Students will make use of pictures and/or audio/visual clips into their PowerPoint **presentation** about themselves to add interest.
- (**4th Nine Weeks**) Students will make use of interactive elements in their persuasive PowerPoint **presentation** to add interest.
- (**4th Nine Weeks**) Students will make use of graphics (charts, graphs, etc.) in their persuasive PowerPoint **presentation** to enhance understanding of findings, reasoning, and evidence.
- (**3rd Nine Weeks**) Students will make use of audio/visual clips in their informational PowerPoint **presentation** to enhance understanding of their findings and evidence and to add interest. **AQ:** Find at least one audio or visual clip to use in your informational PowerPoint presentation that will enhance the audience's understanding of your findings and evidence and/or will gain their interest.
- (**4th Nine Weeks**) Students will create a **glogster** using graphics, audio, visual, and interactive elements to explain their analysis of a theme in *Tale of Two Cities* and present to the class. (www.glogster.com) **(30 pts)**

Total Points: 0 pts

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

Activities:

-In standard **SL.9-10.4**, students will adapt their speech to **present** information orally to the class demonstrating formal English when indicated or appropriate. **AQ:** Do the students adapt their speech appropriately for the presentation?

-In standard **SL.9-10.1**, students will participate in a range of **collaborative discussions** (literature circles, pairs, one-on-one with teacher, whole class) on content information demonstrating formal English when indicated or appropriate.

-In standard **W.9-10.1** students will adapt their speech to write argumentatively in the form of a **persuasive essay** while demonstrating command of formal English.

-In standard **W.9-10.2** students will adapt their speech to write **informational essays** while demonstrating command of formal English.

-In standard **W.9-10.3** students will adapt their speech to write **narrative pieces** while demonstrating command of formal English.

Total Points: 0 pts

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

a. Use parallel structure.*

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

Content Standard: L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Activities:

-Students will demonstrate command of the conventions of standard English grammar and usage when writing their **essays** (informational, persuasive, etc.) in standard **W.9-10.4**.

-Students will demonstrate command of the conventions of standard English grammar and usage when constructing the **PowerPoint presentations** for standard **SL.9-10.4**.

-Students will demonstrate command of the conventions of standard English grammar and usage when writing their **extended response answers**.

-Students will complete a **worksheet** reviewing and demonstrating the proper use of semicolons.

AQ: Demonstrate the proper use of semicolons in the sentence. **(5 pts)**

-Students will complete a **worksheet** reviewing and demonstrating the proper use of colons to introduce a list or quotation. **(5 pts)**

-As a whole class activity students will identify a model sentence from a piece of literature that will be projected on the SmartBoard. Students will take turns coming up to **edit and improve** the sentence by changing the capitalization, punctuation, and spelling.

Total Points: 10 pts

Content Standard: L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and

career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Activities:

-Students will be given a list of vocabulary words each week. These words will be written on **index cards** that are divided into quarters. In one quarter the students will write the definition of the word. In another corner the students will write a sentence using the word. In the third quarter the students will draw a picture to represent the word and in the last quarter the students will list at least three synonyms to the word. **AQ: What is three synonyms for the vocabulary word? (100 pts ea 9 wks= 400 points total)**

Total Points: 100 points

Total Points for First Nine Weeks: 650 points

Grade Scale for First Nine Weeks:

645-585 = A (100%-90%)

584-521 = B (89%-80%)

520-456 = C (79%-70%)

455-392 = D (69%-60%)

391-0 = (59%-0%)

Second Nine Weeks:

Content Standard: RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Some activities coincide with standard **L.9-10.5**)

Activities:

- Students will compare and contrast Edgar Allen Poe's poems "The Raven" and "Annabel Lee". They will complete a **graphic organizer** where they will analyze the title, paraphrase the poem, analyze connotation, attitude, shift, and theme. In the connotation section students will look at how Poe uses metaphors, simile, alliteration, and other literary devices to create a tone for his poems. **AQ: How does Poe use literary devices to create a tone for his poems? (5 pts)**

-Students will read and analyze Poe's "The Fall of the House of Usher" for its figurative and connotative meanings and how they impact the tone or theme of the story. On a sheet of paper they will explain what type of tone the story evokes in a **paragraph response. (5 pts.)**

- Students will read and analyze Poe's "The Tell Tale Heart" for its figurative and connotative meanings and how they impact the tone or theme of the story by creating a **digital collage** of words and phrases used to create the tone using www.wordle.net. These collages will be posted to the classroom blog. **(5 pts)**

- Students will read Samuel Taylor Coleridge’s “The Eolian Harp” and “Frost at Midnight” then analyze each poem for the figurative language and connotative meanings and how they impact the tone and meaning of the poem. Students will underline each example of figurative language and will cite the example on their **worksheet** followed by the connotative meaning. The students will then write the sentence using their own words to substitute the underline phrases. They will then discuss using support from the text how it has impact the tone and meaning of the poem.

(5pts)

-Students will read Percy Shelley’s “The Skylark”. They will then underline the figurative language and examine what the connotative meanings are. Students will write a **two paragraph response** first explaining the meanings behind the figurative language and next how they impacted the tone of the poem. **(10pts)**

Total Points: 30 pts.

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

Activities:

-Students will create a **literacy portfolio** that they will develop throughout the school year. They begin by listing an honest assessment of their literacy experience (what types of books they have read and feel comfortable reading i.e. graphic novels, fantasy, etc). Then we will take what they feel comfortable with and use as a spring board to determine what their goal is for each nine weeks and for the end of the school year (i.e. being familiar with literature written in old English by the first nine weeks). Students will reach these goals through in class work as well as through their independent novels. They will track their levels of progress with each type of literature in their portfolio. **AQ: What is your literature goal for the first nine weeks? (20 pts each 9 wks)**

-Students will work in literature circles throughout the year to discuss the texts and help each other analyze the literature and point out specific details. These groups will be used to help struggling students as well as to help more gifted students.

Total Points: 20 pts

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

Activities:

- Students will read George Washington’s “Farewell Address” individually. While reading they will mark passages with post-it notes that support guided reading questions that they are given prior to reading. Then there will be a class discussion to model how to analyze a speech and draw from it the explicit and implicit messages. Students will contribute to the discussion by referring back to their post-its. Students will take **notes** for their notebooks and will contribute to a **guided class discussion**.

-Students will get into literature circles to discuss the “Farewell Address” and find further textual evidence to support the claims made during the analysis as a whole class by completing a **worksheet. (5 pts)**

-Students will read and analyze the implicit and explicit messages in Abraham Lincoln’s “Gettysburg Address” by self while completing a **worksheet. AQ: What is and implicit message that Lincoln is trying to send in his speech? (5pts)**

- Students will find specific textual evidence to support their analysis in the speech by completing a **worksheet** that requires them to cite the evidence and explain how it is an implicit or explicit message as well as how it contributes to the overall message of the speech. **(5pts)**
- Students will listen to a YouTube video of Lincoln's "Second Inaugural Address" while following along with the speech and analyze the implicit and explicit messages using a **worksheet**. **(5 pts)**

Total Points: 20 pts

Content Standard: RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Activities:

- Students will **brainstorm on a piece of paper** what message the speaker is trying to deliver to the audience and what central idea is present in the text while reading Patrick Henry's "Speech to the Second Virginia Convention".
- Students will track the development of this main idea while reading the text by using an **"It Says, I Say" graphic organizer** where students select passages from the text that exemplifies the central idea and list them with paragraph number citation on the "It Says" portion and then on the "I Say" portion students explain the speaker's purpose for the passage and/or how it contributes to the central idea of the speech. **(5 pts)**
- After finishing the text students will go back and review the passages that they marked to determine how the theme developed over time by completing a **"Somebody Wanted But So" Sentence**. The sentence states what *somebody* (the speaker) *wanted* (the goal) *but* (the obstacle) and *so* (how the obstacle was defeated). **AQ:** How has the central idea developed in the speech? **(5 pts)**
- Students will type an objective **summary** of the speech. **(5 pts)**
- Students will create a **flow chart** of the "Gettysburg Address" that explains the central idea of the speech and how it developed throughout the text. **(5 pts)**

Total Points: 20 pts

Content Standard: RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Activities:

- Students will read Martin Luther King Jr.'s "I Have a Dream" speech and create an **outline** of the speech that includes the order in which points are made and developed. **(10 pts)**
- Students will watch the "I Have a Dream" speech to gain an understanding of how words or phrases are emphasized when spoken, which could change the interpretation. They will write on **exit slips** their reaction to hearing the speech after reading it; whether hearing the speech makes the connections between ideas and events clearer or not.
- Students will get into their literature groups with their outlines and discuss which points are connected as well as how the points become developed over time. Students will take **notes** from these discussions to use for further assignments. Students will also be **monitored** by the teacher who is there to help them stay on track and help them when they are stuck.

-Students will then take their discussion notes and their outlines and write a **two paragraph response** explaining how the speech was organized, how main points were developed and how they all connected to an overall central idea. **AQ:** How has the speech's main points developed throughout the speech? How has this development contributed to the central idea of the speech?
(20 pts)

Total Points: 30 pts

Content Standard: RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Activities:

-Students will read a brief biography of Martin Luther King Jr. and then they will watch a short video about his life. They will be taking **notes** throughout the movie containing details about what the movie mentions about his life, what it leaves out in comparison to the written biography, and how they present the information.

-The students will then get into literature circles and discuss the similarities and differences between the two. Each group will create a **poster** that compares and contrasts the written biography with the movie version with particular attention to the structure, complexity, objectivity, emotional impact, and attention-getting techniques. **(5 pts)**

- **(4th Nine Weeks)** Students will complete a WebQuest to gain knowledge about Charles Dickens. The WebQuest will contain written biographies as well as letters written by Dickens himself to colleagues and friends. Students will take the information they have found in the WebQuest and will analyze each source using **guided notes**. They will be recording what details are added or omitted from each. They will also analyze which deals with the more complex details of his life and which gives the most emotional impact.

- **(4th Nine Weeks)** They will type up their analysis in a **post** to the classroom blog. **AQ:** Compare and contrast the two sources of biographical information and explain what details are omitted or added to each and which deals with the more complex details of his life and gives the most emotional impact. **(10 pts)**

-Students will complete a WebQuest about Edgar Allen Poe. The WebQuest will contain source the students can browse through to read letters from and to Poe from colleagues and friends. They will also be a short biography on Poe as well as a short video clip. Students will need to complete a **worksheet** that accompanies the WebQuest that compares and contrasts each medium of information. **(5 pts)**

Total Points: 5 pts

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

Activities:

-Students will read Abraham Lincoln's "Gettysburg Address". Before and after reading students will complete a **KWL Chart**. Before reading the address, students will complete the 'K' section by writing what they think they know about the text and the historical time period in which it was written. They will also complete the 'W' section where they will list questions they have

about the text. The students will then read the text. After reading they will fill out the ‘L’ section where they will respond by writing what they have learned by reading the address. **(5 pts)**

-Students will get into their literature circles to discuss what each has learned. The students will discuss how their knowledge has changed in relation to related themes or concepts and will add notes from these discussions to their ‘L’ section of their **KWL Chart**.

-Students will read Martin Luther King Jr’s “I Have a Dream” speech. Before and after reading students will complete a **KWL Chart**. Before reading the speech, students will complete the ‘K’ section by writing what they think they know about the text and the historical time period in which it was written. They will also complete the ‘W’ section where they will list questions they have about the text. The students will then read the text. After reading they will fill out the ‘L’ section where they will respond by writing what they have learned by reading the speech. **(5 pts)**

-Students will get into their literature circles to discuss what each student has learned. The students will discuss how their knowledge has changed in relation to related themes or concepts within the speech. The students will write notes from this discussion in the ‘L’ section of their **KWL Charts**.

-Students will discuss in their literature circles the related themes or concepts present in both Lincoln’s address and King’s speech. They will then take these ideas and write a one paragraph response as a **blog post** on the classroom blog. **AQ: Discuss some of the related themes or concepts that are present in both Lincoln’s address and King’s speech. Use specific references to the text. (10 pts)**

Total Points: 20 pts

Content Standard: RI.9-10.10. 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.

Activities:

-Students will create a **literacy portfolio** that they will develop throughout the school year. They begin by listing an honest assessment of their literacy experience (what types of document they have read and feel comfortable reading i.e. speeches, editorials, blogs, etc). Then we will take what they feel comfortable with and use as a spring board to determine what their goal is for each nine weeks and for the end of the school year (i.e. being familiar with editorials by the first nine weeks). Students will reach these goals through in class work as well as through their independent reading. They will track their level of progress with each type of document in their portfolio. **AQ: What is your literacy goal for informational texts for the first nine weeks? (Same as literacy portfolio for RL.9-10.10)**

-Students will work in literature circles throughout the year to discuss the texts and help each other analyze the documents and point out specific details. These groups will be used to help struggling students as well as to help more gifted students.

Total Points: 0 pts

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

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Activities:

-Students will read the beginning of Edgar Allen Poe’s “The Tell Tale Heart”. The students will then take the details and problems that begin the story and **write their own ending to the story** using a variety of literary techniques and sequencing events so that they build off of one another. Students will use precise words and phrases to give details and use sensory language to create a picture of what is happening. The narrative will end with a plausible conclusion. **(30 pts)**

-Students will create a scary **short story** that contains a variety of literary devices, sensory language, details, and narrative techniques. The story will have a coherent sequence of events that builds off of each other. The story will begin by engaging the reader, explaining the problem, establishing a point of view, and introducing the character/s.. The story will end with a plausible conclusion. **(50 pts)**

- **(1st Nine Weeks)** Students will write a **journal entry** in the point of view of Hester or Chillingworth from *The Scarlet Letter*. This entry will contain a detailed description of the events at the beginning of the book when Hester is standing on the platform refusing to name her lover. The students are to write the entry with specific details, narrative techniques, and sensory language. The entry must have a coherent sequence of events ending with a plausible conclusion. Students will post their journals on the classroom blog. **AQ:** What does Hester or Chillingworth feel when Hester is up on the platform? **(20 pts)**

-Students will create a **narrative poem** that contains a variety of literary devices, sensory language, details, and narrative techniques. The poem will have a coherent sequence of events that builds off of each other. The poem will begin by engaging the reader, explaining the problem, establishing a point of view, and introducing the character/s. The poem will also end with a plausible conclusion. **(50 pts)**

- Students will create a **short story** detailing what a perfect day for them would be like. They would write this as a narrative (as if it was actually happening) not as a response (i.e. A perfect day for me would be...). The story contains a variety of literary devices, sensory language, details, and narrative techniques. The story will have a coherent sequence of events that builds off of each other. The story will begin by engaging the reader, explaining the problem, establishing a point of view, and introducing the character/s.. The story will end with a plausible conclusion. **(50 pts)**

Total Points: 180 pts

Content Standard: W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Activities:

- (4th Nine Weeks) Students will type their **persuasive essay** for standards **W.9-10.4 & W.9-10.1** using Microsoft Word.
- (1st Nine Weeks) Students will publish their narrative **journal entry** for standard **W.9-10.3** to the classroom blog.
- Students will **comment** on each others' work that is published on the blog as part of the activities for standard **W.9-10.5**.
- (4th Nine Weeks) Students will use Microsoft Word track changes software to **edit** and update their writing projects as part of the activities for standard **W.9-10.5**. **AQ:** Are the students using the software correctly to track the changes they make to their peers' essays?
- (4th Nine Weeks) Students will share work with each using email for peer review as part of the activities for standard **W.9-10.5**.

Total Points 0 pts

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

Activities:

- (3rd Nine Weeks) Students will complete **timed writings** in response to standardized test prompts. After they are finished the students will be given a rubric that they will use to grade their writing before handing it in. The teacher will then grade the response as well so that the student learns how to self evaluate their answers to the expectations of the teacher and test makers. **(15 pts each x 6= 90 pts)**
 - Students will complete a **long research essays** throughout the year that would take over a week. **(Standards: W.9-10.1&2;W.9-10.4)**
 - Students will complete short **response essays** throughout the year that would take a couple of days. **(Standards: RL.9-10.1;W.9-10.3&4;W.9-10.8&9)**
 - Students will complete **short extended response** questions throughout the year in class. **(Standards: RL.9-10.2;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W.9-10.7-9)**
 - Students will complete **longer essays** that will require revision and reflection throughout the year. **(Standards:W.9-10.1-5)**
 - Students will complete **writing responses** for a variety of purposes (i.e. informational, persuasion, narrative) and for a variety of audiences (i.e. peers, teachers, community) **(Standards:RL.9-10.1&;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W.9-10.1-5;W.9-10.7-9)** **AQ:** Can students write effectively for a variety of audiences?
- Total Points: 0 pts**

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

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Activities:

-Students will work in literature circles throughout the year to discuss the readings and materials that we are studying. In the literature circles students will be expected to work with their peers to set rules for the group, divide jobs fairly, discuss larger ideas, allow everyone to **contribute** and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and references to the text. The students are expected to complete all **assignments** that are assigned to the group. **AQ:** Work in your literature circles to analyze the reading.

-Students will also be working in pairs to discuss the information being studied in class and to work on editing their essays. In the pairs students will be expected to discuss larger ideas, allow the other person to **contribute**, and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and reference to the text. The students are expected to complete all **assignments** that are assigned to them.

-Students will also be working as one large class with the teacher in teacher-led discussions about the texts. Students are expected to be well prepared for the discussion and to **contribute** to the discussion by drawing on the preparation for the discussion by referring to evidence from texts. Students are expected to allow each student a chance to communicate their ideas.

-Students will work as a class to **contribute** to rules for discussions in the classroom at the beginning of the year.

-Students will work in group according to the character that they pick for Nathaniel Hawthorne's novel *The Scarlet Letter*. All students are expected to be prepared and **contribute** to their group. **(Standard RL9-10.3).**

Total Points: 0 pts

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

Activities:

- (3rd **Nine Weeks**) Students will read a newspaper article on a current event topic.

- (3rd **Nine Weeks**) Students will listen to the same current event topic on the radio.

- (3rd **Nine Weeks**) Students will complete a **graphic organizer** to compare and contrast the two sources and determine the reliability of the different accounts. **AQ:** Which source would you say was more reliable and why? **(5 pts)**

- Students will read a biographical account of Edgar Allen Poe's life and jot down **notes** from the account.

- Students will watch a video over Edgar Allen Poe's life while taking notes. Afterwards they will get into their literature circles to discuss the biographical accounts and compare the information presented in each to determine the reliability of the different accounts. They will create a **poster** of a discussion web explaining their conclusion over which account was more reliable. (5 pts)

Total Points: 5 pts

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

Activities:

-Students will listen to Martin Luther King Jr.'s "I Have a Dream" speech. After listening to the speech students will get into their literature circles. The students will identify the point of view of the speaker and make a **list** of the various rhetoric devices used. (5 pts)

-Students will watch an O'Reilly report. After watching the report students will get into their literature circles. The students will **write** down the speaker's point of view, their reasoning, a **list** of evidence and rhetoric, and a **list** of any fallacious reasoning or exaggerated or distorted evidence. **AQ:** What was an example of fallacious reasoning or exaggerated or distorted evidence in the show? (5 pts)

-Students will listen to a radio talk show about current events. After listening to the talk show students will complete a **worksheet** listing the speaker's point of view, reasoning, use of evidence and rhetoric, and any fallacious reasoning or exaggerated or distorted evidence. (5 pts)

-Students will go on a field trip to listen to an inspirational speaker. During the speech students will take notes. For homework the students will take their notes and **list** the speaker's point of view, reasoning, use of evidence and rhetoric, and a list of any fallacious reasoning or exaggerated or distorted evidence. (10 pts)

-Students will participate in a class **discussion** over the speech to discuss the speaker's point of view, reasoning, use of evidence, rhetoric, and any fallacious reasoning or exaggerated or distorted evidence.

Total Points: 25 pts

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

Activities:

-In standard **SL.9-10.4.** students will adapt their speech to **present** information orally to the class demonstrating formal English when indicated or appropriate. **AQ:** Do the students adapt their speech appropriately for the presentation?

-In standard **SL.9-10.1.** students will participate in a range of **collaborative discussions** (literature circles, pairs, one-on-one with teacher, whole class) on content information demonstrating formal English when indicated or appropriate.

-In standard **W.9-10.1** students will adapt their speech to write argumentatively in the form of a **persuasive essay** while demonstrating command of formal English.

-In standard **W.9-10.2** students will adapt their speech to write **informational essays** while demonstrating command of formal English.

-In standard **W.9-10.3** students will adapt their speech to write **narrative pieces** while demonstrating command of formal English.

Total Points: 0 pts

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

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

Content Standard: L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Activities:

-Students will demonstrate command of the conventions of standard English grammar and usage when writing their **essays** (informational, persuasive, etc.) in standard **W.9-10.4**.

-Students will demonstrate command of the conventions of standard English grammar and usage when constructing the **PowerPoint presentations** for standard **SL.9-10.4**.

-Students will demonstrate command of the conventions of standard English grammar and usage when writing **extended responses** throughout the year.

- (1st **Nine Weeks**) Students will complete a **worksheet** reviewing and demonstrating the proper use of semicolons. **AQ:** Demonstrate the proper use of semicolons in the sentence. **(5 pts)**

- (1st **Nine Weeks**) Students will complete a **worksheet** reviewing and demonstrating the proper use of colons to introduce a list or quotation. **(5 pts)**

- (1st **Nine Weeks**) As a whole class activity students will identify a model sentence from a piece of literature that will be projected on the SmartBoard. Students will take turns coming up to **edit and improve** the sentence by changing the capitalization, punctuation, and spelling.

Total Points: 0 pts

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

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

Activities:

-Students will write a **letter** to a friend using language normal for the context. **(10 pts)**

-Students will then write another **letter** to a teacher, administrator, or mayor using the same information only using language appropriate for the person they are writing to. **(10 pts)**

-Students will then compare and contrast using a **graphic organizer** the language and style that was used in both letters. **AQ: How does the letter to your friend differ to the letter to your teacher, administrator, or mayor? (5 pts)**

- (3rd **Nine Weeks**) Students will write a **blog posting** about an author that we are reading on the classroom blog site. **(10 pts)**

- (3rd **Nine Weeks**) Students will write a **research paper** about the same author using proper MLA citation in standard **W.9-10.2**.

- (3rd Nine Weeks) Students will then compare and contrast using a **graphic organizer** the style, structure, and language used in the blog post compared to the research paper. (5 pts)

Total Points: 25 pts

Content Standard: L.9-10.4. 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.

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

Activities:

-Students will be given a list of vocabulary words and phrases that appear in “The Raven” on a **worksheet**. Students will first write what they think the vocabulary word means based on their prior knowledge. The students will then read the poem and then go back through the words and clarify their meanings based on the context clues. (5 pts)

-While reading “The Fall of the House of Usher” students will make a **list** of at least 10 words or phrases that they are not sure in their meaning. Beside the phrase students will write what they believe the meaning of the word or phrase is based on the context clues around the word.

-Students will take the **list** of word or phrases from “The Fall of the House of Usher” and search for their meanings using online resources such as dictionaries and thesauruses. (5 pts)

- (4th Nine Weeks) Students will be given a concept word from *Tale of Two Cities* that they will use to complete a **Frayer model graphic organizer**. Students will be able to use context clues as well as print dictionaries to complete the assignment. **AQ:** What is the definition of the concept word? (5 pts)

Total Points: 10 pts

Content Standard: L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Activities:

-Students will analyze the use of figurative language while reading Samuel Taylor Coleridge's “The Eolian Harp” and “Frost at Midnight” in completion of standard **RL.9-10.4**.

-Students will analyze the use of figurative language while reading Percy Shelley's “The Skylark” in completion of standard **RL.9-10.4**.

-Students will play a game of charades where they will **act** out idioms, expressions, figurative language, colloquialisms, and oxymorons.

Total Points: 0 pts

Content Standard: L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Activities:

-Students will be given a list of vocabulary words each week. These words will be written on **index cards** that are divided into quarters. In one quarter the students will write the definition of the word. In another corner the students will write a sentence using the word. In the third quarter the students will draw a picture to represent the word and in the last quarter the students will list at least three synonyms to the word. **AQ: What is three synonyms for the vocabulary word? (100 pts ea 9 wks= 400 points total)**

Total Points: 100 points

Total Points for Second Nine Weeks: 490

Grade Scale for Second Nine Weeks:

490-441 = A (100-90%)

440-392 = B (89-80%)

391-343 = C (79-70%)

342-294 = D (69-60%)

293-0 = F (59-0%)

Third Nine Weeks:

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

Activities:

-Students will read as a class Robert Frost's poem "Out, Out—" after completing Act V Scene 5 of Shakespeare's play *Macbeth* and then analyze Frost's use of the phrase and what it means for his poem compared to its' meaning for Shakespeare's play. This type of analysis will be in the form of a class discussion that is modeled and lead by the teacher. Students will take **notes** for their notebooks. **AQ: What aspects of the poem lead us to believe that Frost could have used Shakespeare's *Macbeth* as source material for his poem?**

- Students will read in literature circles Edgar Allen Poe's "To Helen" and then they will read William Faulkner's "A Rose for Emily". In their groups they will then discuss how Poe could have served as a source for Faulkner when writing "A Rose for Emily". They will compare and contrast how they each portray their female characters in their works using a guided discussion sheet. The students will be expected to discuss each point on the sheet and then record an answer for the group on their own **response sheet. (5 pts)**

Total Points: 5 pts

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

Activities:

-Students will create a **literacy portfolio** that they will develop throughout the school year. They begin by listing an honest assessment of their literacy experience (what types of books they have read and feel comfortable reading i.e. graphic novels, fantasy, etc). Then we will take what they feel comfortable with and use as a spring board to determine what their goal is for each nine weeks and for the end of the school year (i.e. being familiar with literature written in old English by the first nine weeks). Students will reach these goals through in class work as well as through their independent novels. They will track their levels of progress with each type of literature in their portfolio. **AQ: What is your literature goal for the first nine weeks? (20 pts each 9 wks)**

-Students will work in literature circles throughout the year to discuss the texts and help each other analyze the literature and point out specific details. These groups will be used to help struggling students as well as to help more gifted students.

Total Points: 20 pts

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

Activities:

-Students will read Anna Quindlen’s editorial “A Quilt of a Country”. After reading the editorial students will analyze the text to create a **list** of figurative, connotative, and technical meanings using a T-chart. On one side they will list the words and phrases on the other they will determine the meaning of the words and phrases used using context clues and prior knowledge. (Activity coincides with standard **L.9-10.5**) **(5 pts)**

- Students will get into literature groups to discuss the editorial and the words and phrases they each have found. They will evaluate the lists and determine what the overall meaning and tone of the editorial is. Students will take **notes** and be **monitored** while in their groups.

-The students will take the information from the discussions and determine how all of these words work together to create the meaning and tone they had discussed. Students will write a **one paragraph response** on the class blog about how the figurative and technical language contributed to the meaning and tone of the editorial. **(10 pts)**

-Students will read Learned Hand’s “I am an American Day Address” then they will identify and define any figurative, connotative or technical meanings in words or phrases. Then they will examine how they have impacted the overall meaning and tone of the speech. Students will demonstrate their understanding of this skill by completing another **one paragraph blog response** explaining the impact of figurative, connotative, or technical language on the tone or meaning of the speech. (Activity coincides with standard **L.9-10.5**) **(5 pts)**

- Students will compare and contrast the different tones and the meanings behind Quindlen’s editorial and Hand’s speech in a **two paragraph blog response**. **AQ: How was the tone of Quindlen’s editorial different from Hand’s speech and what made them different? (10 pts)**

Total Points: 30 pts

Content Standard: RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Activities:

-Students will read Ronald Reagan’s “Address to Students at Moscow State University” and then create a detailed **outline** of the address. **(5 pts)**

-Students will then get into their literature groups and analyze how Reagan’s ideas develop throughout the passage, particularly from paragraph to paragraph. Students will then be instructed to discuss in their group specific sentences in each paragraph that really contribute to the development of ideas in the speech and **highlight** them.

- Students will write a **one paragraph response** on the class blog explaining how a particular sentence contributes to the speaker’s main ideas with support and evidence from the text. **AQ:** How does the sentence you chose contribute to the speaker’s main ideas? Give support from the text. **(10 pts)**

Total Points: 15 pts

Content Standard: RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Activities:

-Students will read Elie Wiesel’s lecture “Hope, Despair, and Misery” and identify the author’s purpose for this lecture as well as highlight the rhetoric techniques she used in the lecture and explain how they advanced the author’s purpose by completing a **worksheet**. **(5 pts)**

-Students will read an excerpt from Maya Angelou’s *I Know Why Caged Birds Sing*. Using a **worksheet** as a guide, students will identify Angelou’s point of view as well as the rhetoric techniques used in the excerpt. **(5 pts)**

-Students will read one of their fellow student’s persuasive essays on the classroom blog and **comment** on it. The comment must contain an identification of the author’s point of view or purpose as well as the identification of any rhetorical devices used and an explanation of how they helped advance the author’s purpose. **(10 pts)**

- Students will find one online editorial or blog about a topic of their choosing. They will print out the editorial or blog and read it, **highlighting** any rhetorical devices used in the article/blog. On the back of the page they will **explain** the author’s purpose or point of view and explain how the rhetorical devices used contributed to their purpose. **(10 pts)**

-Students will flip through magazines and use image searches on the computer to find ads that portray various types of rhetoric devices. Students will create a **collage** using five pictures each containing a caption that describes the rhetoric device used in the ad as well as how it contributes to the point the author is trying to make. **AQ:** What rhetoric device is this author using and how does this help achieve their purpose? **(5 pts)**

Total Points: 35 pts

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

Activities:

-Students will read and **outline** a blog posting about a current event topic **(5 pts)**

-Students will get into literature circles to identify and evaluate the argument that the blogger is making by identifying specific claims made in the text. They will begin a **T-chart** and on one side they will list the main claims that the blogger is making in their argument and cite them properly.

-Students will get back into their literature circles to evaluate whether the reasoning in each claim is relevant and sufficient to the overall goal of the blog. They will explain on the other side of the **T-chart** why each statement is relevant and helps meet the overall goal of the blog. **AQ:** Is the reasoning in each main claim relevant to the overall goal of the blog? **(5 pts)**

-In their literature circles students will analyze the blog farther and identify statements that are false or have fallacious meaning. Any statement that they feel is false they will highlight. On a **response paper** they will cite the statement and explain why they feel that this statement is false or has fallacious reasoning. **(5 pts)**

-Students will take their **list** of false statements that they have developed and research them on the computer. They will then compare their findings to whether or not the statements were indeed false.

Total Points: 15 pts

Content Standard: RI.9-10.10. 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.

Activities:

-Students will create a **literacy portfolio** that they will develop throughout the school year. They begin by listing an honest assessment of their literacy experience (what types of document they have read and feel comfortable reading i.e. speeches, editorials, blogs, etc). Then we will take what they feel comfortable with and use as a spring board to determine what their goal is for each nine weeks and for the end of the school year (i.e. being familiar with editorials by the first nine weeks). Students will reach these goals through in class work as well as through their independent reading. They will track their level of progress with each type of document in their portfolio. **AQ: What is your literacy goal for informational texts for the first nine weeks? (Same as literacy portfolio for RL.9-10.10) (20 pts)**

-Students will work in literature circles throughout the year to discuss the texts and help each other analyze the documents and point out specific details. These groups will be used to help struggling students as well as to help more gifted students.

Total Points: 0 pts

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

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Activities:

-Students will be taught the criteria for writing an informational essay. Students will then break up into their literature circles. Each group will have their own informational essay that is written by students like them. The group will read the essay and then analyze it for the criterion that is required for an informational essay (listed in the standard). They will also grade the essay using a rubric based off of the criteria. Once the groups have finished analyzing their essays they will **present** their essay to the class, explain the grade they assigned and why, as well as what criteria the essay did or did not meet. **AQ:** How does this essay meet or fail to meet the criteria of an informational essay?

-Students will then **research** on the computer and in the library an author for their informational essay. They will choose relevant and sufficient facts to use in their essay with concrete details about the author and quotes as appropriate to the audience.

-Students will create an **outline** for their essay that contains an introduction to the topic and organizes the complex ideas, concepts, and information in a way that makes important connections and distinctions. The outline includes appropriate formatting and graphics that may be used in the essay. The outline will also contain appropriate transitions that will link the sections of the text together. **(20 pts)**

-Students will practice writing a concluding **paragraph** that will follow the form of informational texts and supports the information presented. **(10 pts)**

-Students will write their **informational essay** using precise language while maintaining a formal style and objective tone. The essay will follow the norms and conventions of an informational essay. **(50 pts)**

Total Points: 80 pts

Content Standard: W.9-10.4. 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.)

Activities:

- **(1st Nine Weeks)** Students write a **narrative short story** that is a mystery. The story must be appropriate for the audience (their peers), must be written as a mystery and must follow the format of a narrative text. **(50 pts)**

- Students write **an informational report** about one of the historical speeches or addresses we will be reading. The report must be appropriate for the audience, must follow the format of an informational report and must be researched using the internet and/or books. **(50 pts)**

- **(4th Nine Weeks)** Students write a **persuasive essay** about year-around schooling. The essay must be appropriate for the audience, follow the format of a persuasive essay and must be researched on the internet. **(50 pts)**

-Students complete a simulation activity where they will pretend they are writers for the local newspaper and they are assigned to write about the fire at the school. The students will have

mock interviews with the principle, cook, teacher, fire marshal, and a student. They will take their notes and write a **300 word newspaper article** about the school fire. The article must be appropriate for the audience, follow the format of newspaper writing, and must contain details from the interviews. **(30 pts)**

-Students will write an **editorial** for their local newspaper about teen curfew. The article must be appropriate for the audience, follow the format of editorial writing, and must contain some statistics to back up claims. **AQ: What is your opinion of the teen curfew? (20 pts)**

Total Points: 100 pts

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

Activities:

- Students will pair up and exchange their informational essays written for standard **W.9-10.2**. Each student will **peer-review** another student's essay. Students can write on the essays as need to indicate where change is needed. After they have read and reviewed the essay they will conference with each other and discuss changes that can be made to improve each of their essays.

- (**1st Nine Weeks**) Students will post their narrative short stories written for standard **W.9-10.3** on the classroom blog. Each student will draw a name of another student to indicate which story they should read. Each student will read another students' narrative and post a **comment** on the blog giving that student feedback and constructive criticism. **AQ: What could this student do to improve their short story? (5 pts)**

- (**4th Nine Weeks**) Students will turn in their persuasive essays written for standard **W.9-10.1**. After reviewing the essays I will conference with students one on one about their essays to give them feedback and explain where there is room for improvement. The students will get back their essays and make **changes** as needed before turning in their final copy.

-Students will get into their literature circles and discuss the rubric and grading criteria for their newspaper articles written for standard **W.9-10.4**. After discussing the criteria each student will read their article and **grade** it using the rubric. They will then pass it to the person beside them who will grade the article according to the rubric. The article will make another rotation around so that it is graded by the writer and two other peers. After the grading is done the papers are returned to the owners. The students will then compare the grade they assigned themselves to the grades given to them by their peers. The groups will then discuss what problems they have had with their article and ways to fix the problems. The students will then revise their article before turning it in.

- (**4th Nine Weeks**) Students will email their persuasive essay written for standard **W.9-10.4** to another classmate who will open it up and **edit** it using the track changes software in Microsoft word. After the student has read a reviewed the essay they will send it back to the writer who will make changes before turning in the final copy.

-Students will address planning for their writing in standards **W.9-10.1&2**.

-Students will address writing for purpose and audience in standard **W.9-10.4**

Total Points: 0 pts

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

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

Activities:

- In completion of the activities for **RL.9-10.9** students will read and analyze Robert Frost’s “Out, Out—” and compare it to Act V Scene 5 in *Macbeth* as a class. Students will **discuss** how Frost could have used Shakespeare for inspiration when writing this poem.
- Students will then research “Out, Out—” and find literary articles supporting their opinion. Students should find at least **one article**.
- Students will write a **one page analysis essay** about how Frost has or has not used Shakespeare as source material with specific references to the text and to the research. **AQ:** How does Frost use Shakespeare’s *Macbeth* as source material for his poem? **(30 pts)**
- As part of the activities for standard **RI.9-10.8** students will read and evaluate a blog entry about a current event. They will analyze the argument and **list** any possible false or fallacious reasoning that the argument presents. They will then research to determine whether their suspicions were correct.
- Students will take the information they have gathered and **write a counter argument** to the blog, with specific reference to the text and the research, on the classroom blog. **(30 pts)**

Total Points: 60 pts

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

Activities:

- Students will complete **timed writings** in response to standardized test prompts. After they are finished the students will be given a rubric that they will use to grade their writing before handing it in. The teacher will then grade the response as well so that the student learns how to self evaluate their answers to the expectations of the teacher and test makers. **(15 pts each x 6= 90 pts)**
- Students will complete a **long research essays** throughout the year that would take over a week. **(Standards: W.9-10.1&2;W.9-10.4)**
- Students will complete short **response essays** throughout the year that would take a couple of days. **(Standards: RL.9-10.1;W.9-10.3&4;W.9-10.8&9)**
- Students will complete **short extended response** questions throughout the year in class. **(Standards: RL.9-10.2;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W.9-10.7-9)**
- Students will complete **longer essays** that will require revision and reflection throughout the year. **(Standards:W.9-10.1-5)**
- Students will complete **writing responses** for a variety of purposes (i.e. informational, persuasion, narrative) and for a variety of audiences (i.e. peers, teachers, community)

(Standards: **RL.9-10.1&;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W9-10.1-5;W9-10.7-9**) **AQ:** Can students write effectively for a variety of audiences?
Total Points: 90 pts

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

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

Activities:

-Students will work in literature circles throughout the year to discuss the readings and materials that we are studying. In the literature circles students will be expected to work with their peers to set rules for the group, divide jobs fairly, discuss larger ideas, allow everyone to **contribute** and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and references to the text. The students are expected to complete all **assignments** that are assigned to the group. **AQ:** Work in your literature circles to analyze the reading.

-Students will also be working in pairs to discuss the information being studied in class and to work on editing their essays. In the pairs students will be expected discuss larger ideas, allow the other person to **contribute**, and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and reference to the text. The students are expected to complete all **assignments** that are assigned to them.

-Students will also be working as one large class with the teacher in teacher-led discussions about the texts. Students are expected to be well prepared for the discussion and to **contribute** to the discussion by drawing on the preparation for the discussion by referring to evidence from texts. Students are expected to allow each student a chance to communicate their ideas.

-Students will work as a class to **contribute** to rules for discussions in the classroom at the beginning of the year.

-Students will work in group according to the character that they pick for Nathaniel Hawthorne’s novel *The Scarlet Letter*. All students are expected to be prepared and **contribute** to their group.

(Standard **RL9-10.3**).

Total Points: 0 pts

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

Activities:

- Students will read a newspaper article on a current event topic.
- Students will listen to the same current event topic on the radio.
- Students will complete a **graphic organizer** to compare and contrast the two sources and determine the reliability of the different accounts. **AQ:** Which source would you say was more reliable and why? **(5 pts)**
- **(2nd Nine Weeks)** Students will read a biographical account of Edgar Allen Poe's life and jot down **notes** from the account.
- **(2nd Nine Weeks)** Students will watch a video over Edgar Allen Poe's life while taking notes. Afterwards they will get into their literature circles to discuss the biographical accounts and compare the information presented in each to determine the reliability of the different accounts. They will create a **poster** of a discussion web explaining their conclusion over which account was more reliable. **(5 pts)**

Total Points: 5 pts

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

Activities:

- **(1st Nine Weeks)** Students will create a five minute PowerPoint **presentation** about themselves at the beginning of the year. **AQ:** Create a five presentation about aspects of your life that you would like your classmates and me to know about you. **(20 pts)**
- **(4th Nine Weeks)** Students will create a 10 minute PowerPoint persuasive **presentation** about their persuasive essay. **(30 pts)**
- Students will create a 10 minute PowerPoint **presentation** about their informative essay. **(30 pts)**
- Literature circle members will **present** analysis of texts that their group has discussed.
- Students will **present** their analysis about how an essay should be graded to the class. **(done in standard W.9-10.4.)**

Total Points: 30 pts

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

Activities: (The first four activities are linked with the activities in standard SL.9-10.4)

- **(1st Nine Weeks)** Students will make use of pictures and/or audio/visual clips into their PowerPoint **presentation** about themselves to add interest.
- **(4th Nine Weeks)** Students will make use of interactive elements in their persuasive PowerPoint **presentation** to add interest.
- **(4th Nine Weeks)** Students will make use of graphics (charts, graphs, etc.) in their persuasive PowerPoint **presentation** to enhance understanding of findings, reasoning, and evidence.
- Students will make use of audio/visual clips in their informational PowerPoint **presentation** to enhance understanding of their findings and evidence and to add interest. **AQ:** Find at least one

audio or visual clip to use in your informational PowerPoint presentation that will enhance the audience's understanding of your findings and evidence and/or will gain their interest.

- (4th Nine Weeks) Students will create a **glogster** using graphics, audio, visual, and interactive elements to explain their analysis of a theme in *Tale of Two Cities* and present to the class. (www.glogster.com) (30 pts)

Total Points: 0 pts

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

Activities:

-In standard **SL.9-10.4.** students will adapt their speech to **present** information orally to the class demonstrating formal English when indicated or appropriate. **AQ:** Do the students adapt their speech appropriately for the presentation?

-In standard **SL.9-10.1.** students will participate in a range of **collaborative discussions** (literature circles, pairs, one-on-one with teacher, whole class) on content information demonstrating formal English when indicated or appropriate.

-In standard **W.9-10.1** students will adapt their speech to write argumentatively in the form of a **persuasive essay** while demonstrating command of formal English.

-In standard **W.9-10.2** students will adapt their speech to write **informational essays** while demonstrating command of formal English.

-In standard **W.9-10.3** students will adapt their speech to write **narrative pieces** while demonstrating command of formal English.

Total Points: 0 pts

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

a. Use parallel structure.*

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

Content Standard: L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Activities:

-Students will demonstrate command of the conventions of standard English grammar and usage when writing their **essays** (informational, persuasive, etc.) in standard **W.9-10.4.**

-Students will demonstrate command of the conventions of standard English grammar and usage when constructing the **PowerPoint presentations** for standard **SL.9-10.4.**

- (1st Nine Weeks) Students will complete a **worksheet** reviewing and demonstrating the proper use of semicolons. **AQ:** Demonstrate the proper use of semicolons in the sentence. (5 pts)

- (1st Nine Weeks) Students will complete a **worksheet** reviewing and demonstrating the proper use of colons to introduce a list or quotation. (5 pts)

- (**1st Nine Weeks**) As a whole class activity students will identify a model sentence from a piece of literature that will be projected on the SmartBoard. Students will take turns coming up to **edit and improve** the sentence by changing the capitalization, punctuation, and spelling.

Total Points: 0 pts

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

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

Activities:

- (**2nd Nine Weeks**) Students will write a **letter** to a friend using language normal for the context. **(10 pts)**

- (**2nd Nine Weeks**) Students will then write another **letter** to a teacher, administrator, or mayor using the same information only using language appropriate for the person they are writing to. **(10 pts)**

- (**2nd Nine Weeks**) Students will then compare and contrast using a **graphic organizer** the language and style that was used in both letters. **AQ: How does the letter to your friend differ to the letter to your teacher, administrator, or mayor? (5 pts)**

-Students will write a **blog posting** about and author that we are reading on the classroom blog site. **(10 pts)**

-Students will write a **research paper** about the same author using proper MLA citation in standard **W.9-10.2**.

-Students will then compare and contrast using a **graphic organizer** the style, structure, and language used in the blog post compared to the research paper. **(5 pts)**

Total Points: 5 pts

Content Standard: L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Activities:

-Students will be given a list of vocabulary words each week. These words will be written on **index cards** that are divided into quarters. In one quarter the students will write the definition of the word. In another corner the students will write a sentence using the word. In the third quarter the students will draw a picture to represent the word and in the last quarter the students will list at least three synonyms to the word. **AQ: What is three synonyms for the vocabulary word? (100 pts ea 9 wks= 400 points total)**

Total Points: 100 points

Total Points for Third Nine Weeks: 590

Grade Scale for Third Nine Weeks:

590-531 = A (100-90%)

530-472 = B (89-80%)

471-413 = C (79-70%)

412-353 = D (69-60%)

352-0 = F (59-0%)

Fourth Nine Weeks

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

Activities:

-(1st **Nine Weeks**) Students will complete a short online interactive **quiz** over text structure to evaluate their current knowledge of text structure.

<http://www.ereadingworksheets.com/text-structure/text-structure-activities/text-structure-interactive-quiz/>

-(1st **Nine Weeks**) I will play a YouTube video for students to review text structure and the various types of plot.

<http://www.ereadingworksheets.com/text-structure-worksheets/text-structure-lesson.htm>

-(1st **Nine Weeks**) Students will track the plot development of Hawthorne’s *The Scarlet Letter* using a **flow chart**. (5 pts)

- (1st **Nine Weeks**) Students will read “The Sniper” by Liam O’Flaherty. While reading the short story, students will track the plot development using **post-it notes**. Students will choose five key sentences that exemplify plot development and write them on the post-it notes. Students will be instructed to pay close attention to effects that create mystery tension, or surprise. The students will then rearrange the post-it notes to see how they change the development of the theme in the story.

- Students will read *Tale of Two Cities* by Charles Dickens. While reading the novel, students will track the plot development using a **graphic organizer**. Students will have a section to track points in the story that concern the structure of the plot, including parallel plots, and the manipulation of time. They will have to cite the page number that they are referencing and explain how this passage aids in the development of the plot and creates mystery, tension, or surprise. **AQ:** How does the development of the plot contribute to the creation of mystery, tension, or surprise in the novel? (5 pts)

Total Points: 5 pts.

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

Activities:

- While students read Charles Dickens’ *Tale of Two Cities* students will analyze the revolution through the point of view of the characters, both French and English, by completing a **worksheet**. **AQ:** How do the English view the French Revolution compared to the French? (5 pts)

-While reading *The Kite Runner* students will analyze how the characters feel about the soviet invasion and the rise of the Taliban by drawing a **picture** to represent their point of view. **(10 pts)**

-Students will read an excerpt from Immaculee Ilibagiza's book *Left to Tell* and they will analyze how the character feels about the Rwanda genocide by writing a **journal entry** in Immaculee's point of view that they will post to the classroom blog. **(10 pts)**

- Students will read an excerpt from John Boyne's novel *The Boy in the Striped Pyjamas* and will compare and contrast the point of view of Bruno (the main character) and his father and their feelings towards the Jewish prisoners at Auschwitz using a **venn diagram**. **(5 pts)**

-Students will watch a video clip with interviews from both former Nazis and Jewish prisoners explaining their views on the war and complete a **venn diagram** comparing and contrasting their point of views over the same events. **(5 pts)**

Total Points: 35 pts

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

Activities:

- Students will research the French Revolution and the involvement of the English during the war using a **WebQuest and guided notes** to gain a historical backdrop for the Charles Dickens' novel *Tale of Two Cities* so that they can analyze the scenes that take place in the novel with those from history. The WebQuest will contain journal articles, newspaper articles, and video clips for the students to view. **(10pts)**

- Students will research the Soviet invasion of Afghanistan using a **WebQuest and guided notes** to get a historical backdrop of the novel *The Kite Runner* by Khaled Hosseini so they can analyze the scenes that take place in the novel to those from history. The WebQuest will contain journal articles, newspaper articles, and video clips for the students to view. **(10 pts)**

- Students will view photographs of Auschwitz from World War II and compare them with the details from the excerpt of *The Boy in the Striped Pyjamas* by completing a **worksheet**. **AQ:** What details are the same in both the photographs and the novel's descriptions and what details are different? **(5 pts)**

-Students will read newspaper articles covering the Rwanda genocide in the "civilized" countries and compare that with details from their excerpt by completing a **worksheet**. **(5 pts)**

- Students will compare and contrast the propaganda artwork that was circulated during WWII both by the Allied and Axis forces through a class discussion and will document the biggest difference that they see in them in the form of an **exit slip**.

Total Points: 30 pts

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

Activities:

-Students will create a **literacy portfolio** that they will develop throughout the school year. They begin by listing an honest assessment of their literacy experience (what types of books they have read and feel comfortable reading i.e. graphic novels, fantasy, etc). Then we will take what they feel comfortable with and use as a spring board to determine what their goal is for each nine

weeks and for the end of the school year (i.e. being familiar with literature written in old English by the first nine weeks). Students will reach these goals through in class work as well as through their independent novels. They will track their levels of progress with each type of literature in their portfolio. **AQ:** What is your literature goal for the first nine weeks? **(20 pts each 9 wks)**

-Students will work in literature circles throughout the year to discuss the texts and help each other analyze the literature and point out specific details. These groups will be used to help struggling students as well as to help more gifted students.

Total Points: 20 pts

Content Standard: RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Activities:

-(2nd Nine Weeks) Students will read a brief biography of Martin Luther King Jr. and then they will watch a short video about his life. They will be taking **notes** throughout the movie containing details about what the movie mentions about his life, what it leaves out in comparison to the written biography, and how they present the information.

-(2nd Nine Weeks) The students will then get into literature circles and discuss the similarities and differences between the two. Each group will create a **poster** that compares and contrasts the written biography with the movie version with particular attention to the structure, complexity, objectivity, emotional impact, and attention-getting techniques. **(5 pts)**

-Students will complete a WebQuest to gain knowledge about Charles Dickens. The WebQuest will contain written biographies as well as letters written by Dickens himself to colleagues and friends. Students will take the information they have found in the WebQuest and will analyze each source using **guided notes**. They will be recording what details are added or omitted from each. They will also analyze which deals with the more complex details of his life and which gives the most emotional impact.

-They will type up their analysis in a **post** to the classroom blog. **AQ:** Compare and contrast the two sources of biographical information and explain what details are omitted or added to each and which deals with the more complex details of his life and gives the most emotional impact.

(10 pts)

-(2nd Nine Weeks) Students will complete a WebQuest about Edgar Allen Poe. The WebQuest will contain source the students can browse through to read letters from and to Poe from colleagues and friends. They will also be a short biography on Poe as well as a short video clip. Students will need to complete a **worksheet** that accompanies the WebQuest that compares and contrasts each medium of information. **(5 pts)**

Total Points: 10 pts

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

Activities:

-Students will read and **outline** a blog posting about a current event topic **(5 pts)**

-Students will get into literature circles to identify and evaluate the argument that the blogger is making by identifying specific claims made in the text. They will begin a **T-chart** and on one

side they will list the main claims that the blogger is making in their argument and cite them properly.

-Students will get back into their literature circles to evaluate whether the reasoning in each claim is relevant and sufficient to the overall goal of the blog. They will explain on the other side of the **T-chart** why each statement is relevant and helps meet the overall goal of the blog. **AQ:** Is the reasoning in each main claim relevant to the overall goal of the blog? **(5 pts)**

-In their literature circles students will analyze the blog farther and identify statements that are false or have fallacious meaning. Any statement that they feel is false they will highlight. On a **response paper** they will cite the statement and explain why they feel that this statement is false or has fallacious reasoning. **(5 pts)**

-Students will take their **list** of false statements that they have developed and research them on the computer. They will then compare their findings to whether or not the statements were indeed false.

Total Points: 15 pts

Content Standard: RI.9-10.10. 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.

Activities:

-Students will create a **literacy portfolio** that they will develop throughout the school year. They begin by listing an honest assessment of their literacy experience (what types of document they have read and feel comfortable reading i.e. speeches, editorials, blogs, etc). Then we will take what they feel comfortable with and use as a spring board to determine what their goal is for each nine weeks and for the end of the school year (i.e. being familiar with editorials by the first nine weeks). Students will reach these goals through in class work as well as through their independent reading. They will track their level of progress with each type of document in their portfolio. **AQ: What is your literacy goal for informational texts for the first nine weeks? (Same as literacy portfolio for RL.9-10.10)**

-Students will work in literature circles throughout the year to discuss the texts and help each other analyze the documents and point out specific details. These groups will be used to help struggling students as well as to help more gifted students.

Total Points: 0 pts

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

- a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

Activities:

- Students will select an argumentative topic and will create a **T-chart** of claims and counterclaims for the topic on each side. Students will refer back to this chart when developing their own argumentative essay. **AQ:** What are some counterclaims that could arise in an argumentative text? **(5 pts)**
- Students will create an **outline** for their persuasive essay that contains a clear thesis that states a claim. They will then have a topic sentence for each following paragraph that clearly supports their thesis, states a claim, and shows the relationship of the thesis and the sentence as well as the other topic sentences. Below each topic sentence in their outline they will give an opposing claim and explain how they will distinguish their claim from the opposing claim. They will next list evidence and reasons for their claim. **(20 pts)**
- Students will expand their **outline** to include the development of the claims. They will supply evidence for each claim as well as point out the strengths and weaknesses in a way that anticipates the audience's knowledge and level of concern. **(10 pts)**
- Students will further expand their **outline** by determining the words, phrases, and clauses they will use to link the parts of the essay together to create a clear essay that shows the relationships between each claim, reason, evidence and counterclaim. **(5 pts)**
- Students will write a **rough draft of their essay** that maintains a formal style and objective tone. The essay must also follow the norms and conventions of persuasive writing and contains a concluding paragraph that follows the form of persuasive writing and supports the argument presented. **(30 pts)**

Total Points: 70 pts

Content Standard: W.9-10.4. 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.)

Activities:

- (2nd Nine Weeks) Students write a **narrative short story** that is a mystery. The story must be appropriate for the audience (their peers), must be written as a mystery and must follow the format of a narrative text. **(50 pts)**
- (3rd Nine Weeks) Students write an **informational report** about one of the historical speeches or addresses we will be reading. The report must be appropriate for the audience, must follow the format of an informational report and must be researched using the internet and/or books. **(50 pts)**
- (4th Nine Weeks) Students write a **persuasive essay** about year-around schooling. The essay must be appropriate for the audience, follow the format of a persuasive essay and must be researched on the internet. **(50 pts)**
- (3rd Nine Weeks) Students complete a simulation activity where they will pretend they are writers for the local newspaper and they are assigned to write about the fire at the school. The students will have mock interviews with the principle, cook, teacher, fire marshal, and a student. They will take their notes and write a **300 word newspaper article** about the school fire. The

article must be appropriate for the audience, follow the format of newspaper writing, and must contain details from the interviews. **(30 pts)**

-(3rd Nine Weeks) Students will write an **editorial** for their local newspaper about teen curfew. The article must be appropriate for the audience, follow the format of editorial writing, and must contain some statistics to back up claims. **AQ: What is your opinion of the teen curfew? (20 pts)**

Total Points: 50 pts

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

Activities:

-(3rd Nine Weeks) Students will pair up and exchange their informational essays written for standard **W.9-10.2**. Each student will **peer-review** another student's essay. Students can write on the essays as need to indicate where change is needed. After they have read and reviewed the essay they will conference with each other and discuss changes that can be made to improve each of their essays.

-(2nd Nine Weeks) Students will post their narrative short stories written for standard **W.9-10.3** on the classroom blog. Each student will draw a name of another student to indicate which story they should read. Each student will read another students' narrative and post a **comment** on the blog giving that student feedback and constructive criticism. **AQ: What could this student do to improve their short story? (5 pts)**

-(4th Nine Weeks) Students will turn in their persuasive essays written for standard **W.9-10.1**. After reviewing the essays I will conference with students one on one about their essays to give them feedback and explain where there is room for improvement. The students will get back their essays and make **changes** as needed before turning in their final copy.

-(3rd Nine Weeks) Students will get into their literature circles and discuss the rubric and grading criteria for their newspaper articles written for standard **W.9-10.4**. After discussing the criteria each student will read their article and **grade** it using the rubric. They will then pass it to the person beside them who will grade the article according to the rubric. The article will make another rotation around so that it is graded by the writer and two other peers. After the grading is done the papers are returned to the owners. The students will then compare the grade they assigned themselves to the grades given to them by their peers. The groups will then discuss what problems they have had with their article and ways to fix the problems. The students will then revise their article before turning it in.

-(4th Nine Weeks) Students will email their persuasive essay written for standard **W.9-10.4** to another classmate who will open it up and **edit** it using the track changes software in Microsoft word. After the student has read a reviewed the essay they will send it back to the writer who will make changes before turning in the final copy.

-Students will address planning for their writing in standards **W.9-10.1&2**.

-Students will address writing for purpose and audience in standard **W.9-10.4**

Total Points: 0 pts

Content Standard: W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Activities:

-Students will type their **persuasive essay** for standards **W.9-10.4 & W.9-10.1** using Microsoft Word.

-(**1st Nine Weeks**) Students will publish their narrative **journal entry** for standard **W.9-10.3** to the classroom blog.

-Students will **comment** on each others' work that is published on the blog as part of the activities for standard **W.9-10.5**.

-Students will use Microsoft Word track changes software to **edit** and update their writing projects as part of the activities for standard **W.9-10.5**. **AQ:** Are the students using the software correctly to track the changes they make to their peers' essays?

-Students will share work with each using email for peer review as part of the activities for standard **W.9-10.5**.

Total Points 0 pts

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

Activities:

-Students will **research** for their persuasive essay. They will be required to have at least one book or paper source, three quality online sources, and one digital media source. Students will use the schools' online research database to look for appropriate materials. They will be instructed on how to use the advanced searches properly and will be expected to utilize this tool.

-Students will evaluate each source using the A CRAB Method to determine the usefulness of each source. The A CRAB Method stands for: Authority, Currency, Relevance, Accuracy and Bias. Students will have an **A CRAB Method chart** while researching that they will need to fill out to show that their source is useful and appropriate for their research. **AQ:** Is this source useful and appropriate for your research? (**5 pts**)

-Students will be required to write an **informational report** on the information that they find. The report must include information from the research in a way that does not hinder the flow of ideas. Students will be expected to not plagiarize and to follow the MLA or APA standard format for citation. (**50 pts**)

-Students will complete a **WebQuest** research project on the French Revolution. Students will gather information from both online articles and videos.

-Students will be required to write an **informational report** on the French Revolution based on the information that they find. The report must include information from the research in a way that does not hinder the flow of ideas. Students will be expected to not plagiarize and to follow the MLA or APA standard format for citation. (**30 pts**)

Total Points: 85 pts

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

Activities:

-(**3rd Nine Weeks**) Students will complete **timed writings** in response to standardized test prompts. After they are finished the students will be given a rubric that they will use to grade their writing before handing it in. The teacher will then grade the response as well so that the

student learns how to self evaluate their answers to the expectations of the teacher and test makers. (15 pts each x 5= 75 pts)

-Students will complete a **long research essays** throughout the year that would take over a week. (Standards: W.9-10.1&2;W.9-10.4)

-Students will complete short **response essays** throughout the year that would take a couple of days. (Standards: RL.9-10.1;W.9-10.3&4;W.9-10.8&9)

-Students will complete **short extended response** questions throughout the year in class. (Standards: RL.9-10.2;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W.9-10.7-9)

-Students will complete **longer essays** that will require revision and reflection throughout the year. (Standards:W.9-10.1-5)

-Students will complete **writing responses** for a variety of purposes (i.e. informational, persuasion, narrative) and for a variety of audiences (i.e. peers, teachers, community)

(Standards:RL.9-10.1&;RL.9-10.4;RL.9-10.6;RL.9-10.9;RI.9-10.2;RI.9-10.4-7;RI.9-10.9;W.9-10.1-5;W.9-10.7-9) **AQ:** Can students write effectively for a variety of audiences?

Total Points: 0 pts

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

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

Activities:

-Students will work in literature circles throughout the year to discuss the readings and materials that we are studying. In the literature circles students will be expected to work with their peers to set rules for the group, divide jobs fairly, discuss larger ideas, allow everyone to **contribute** and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and references to the text. The students are expected to complete all **assignments** that are assigned to the group. **AQ:** Work in your literature circles to analyze the reading.

-Students will also be working in pairs to discuss the information being studied in class and to work on editing their essays. In the pairs students will be expected discuss larger ideas, allow the other person to **contribute**, and help each other to clarify and challenge ideas and conclusions. They are also required to respond respectfully to each other and justify each of their views with evidence and reference to the text. The students are expected to complete all **assignments** that are assigned to them.

-Students will also be working as one large class with the teacher in teacher-led discussions about the texts. Students are expected to be well prepared for the discussion and to **contribute** to the discussion by drawing on the preparation for the discussion by referring to evidence from texts. Students are expected to allow each student a chance to communicate their ideas.

-Students will work as a class to **contribute** to rules for discussions in the classroom at the beginning of the year.

-Students will work in group according to the character that they pick for Nathaniel Hawthorne's novel *The Scarlet Letter*. All students are expected to be prepared and **contribute** to their group. **(Standard RL9-10.3).**

Total Points: 0 pts

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

Activities:

-(1st Nine Weeks) Students will create a five minute PowerPoint **presentation** about themselves at the beginning of the year. **AQ:** Create a five presentation about aspects of your life that you would like your classmates and me to know about you. **(20 pts)**

-Students will create a 10 minute PowerPoint persuasive **presentation** about their persuasive essay. **(30 pts)**

-(3rd Nine Weeks) Students will create a 10 minute PowerPoint **presentation** about their informative essay. **(30 pts)**

-Literature circle members will **present** analysis of texts that their group has discussed.

-Students will **present** their analysis about how an essay should be graded to the class. **(done in standard W.9-10.4.)**

Total Points: 30 pts

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

Activities: (The first four activities are linked with the activities in standard SL.9-10.4)

-(1st Nine Weeks) Students will make use of pictures and/or audio/visual clips into their PowerPoint **presentation** about themselves to add interest.

-Students will make use of interactive elements in their persuasive PowerPoint **presentation** to add interest.

-Students will make use of graphics (charts, graphs, etc.) in their persuasive PowerPoint **presentation** to enhance understanding of findings, reasoning, and evidence.

-(3rd Nine Weeks) Students will make use of audio/visual clips in their informational PowerPoint **presentation** to enhance understanding of their findings and evidence and to add interest. **AQ:** Find at least one audio or visual clip to use in your informational PowerPoint presentation that will enhance the audience's understanding of your findings and evidence and/or will gain their interest.

- Students will create a **glogster** using graphics, audio, visual, and interactive elements to explain their analysis of a theme in *Tale of Two Cities* and present to the class. (www.glogster.com) **(30 pts)**

Total Points: 30 pts

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

Activities:

-In standard **SL.9-10.4.** students will adapt their speech to **present** information orally to the class demonstrating formal English when indicated or appropriate. **AQ:** Do the students adapt their speech appropriately for the presentation?

-In standard **SL.9-10.1.** students will participate in a range of **collaborative discussions** (literature circles, pairs, one-on-one with teacher, whole class) on content information demonstrating formal English when indicated or appropriate.

-In standard **W.9-10.1** students will adapt their speech to write argumentatively in the form of a **persuasive essay** while demonstrating command of formal English.

-In standard **W.9-10.2** students will adapt their speech to write **informational essays** while demonstrating command of formal English.

-In standard **W.9-10.3** students will adapt their speech to write **narrative pieces** while demonstrating command of formal English.

Total Points: 0 pts

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

a. Use parallel structure.*

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

Content Standard: L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Activities:

-Students will demonstrate command of the conventions of standard English grammar and usage when writing their **essays** (informational, persuasive, etc.) in standard **W.9-10.4.**

-Students will demonstrate command of the conventions of standard English grammar and usage when constructing the **PowerPoint presentations** for standard **SL.9-10.4.**

-(1st **Nine Weeks**) Students will complete a **worksheet** reviewing and demonstrating the proper use of semicolons. **AQ:** Demonstrate the proper use of semicolons in the sentence. **(5 pts)**

-(1st **Nine Weeks**) Students will complete a **worksheet** reviewing and demonstrating the proper use of colons to introduce a list or quotation. **(5 pts)**

-(1st **Nine Weeks**) As a whole class activity students will identify a model sentence from a piece of literature that will be projected on the SmartBoard. Students will take turns coming up to **edit and improve** the sentence by changing the capitalization, punctuation, and spelling.

Content Standard: L.9-10.4. 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.

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

Activities:

-(2nd Nine Weeks) Students will be given a list of vocabulary words and phrases that appear in “The Raven” on a **worksheet**. Students will first write what they think the vocabulary word means based on their prior knowledge. The students will then read the poem and then go back through the words and clarify their meanings based on the context clues. **(5 pts)**

-(2nd Nine Weeks) While reading “The Fall of the House of Usher” students will make a **list** of at least 10 words or phrases that they are not sure in their meaning. Beside the phrase students will write what they believe the meaning of the word or phrase is based on the context clues around the word.

-(2nd Nine Weeks) Students will take the **list** of word or phrases from “The Fall of the House of Usher” and search for their meanings using online resources such as dictionaries and thesauruses. **(5 pts)**

-Students will be given a concept word from *Tale of Two Cities* that they will use to complete a **Fruyer model graphic organizer**. Students will be able to use context clues as well as print dictionaries to complete the assignment. **AQ: What is the definition of the concept word? (5 pts)**

Total Points: 5 pts

Content Standard: L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Activities:

-Students will be given a list of vocabulary words each week. These words will be written on **index cards** that are divided into quarters. In one quarter the students will write the definition of the word. In another corner the students will write a sentence using the word. In the third quarter the students will draw a picture to represent the word and in the last quarter the students will list at least three synonyms to the word. **AQ: What is three synonyms for the vocabulary word? (100 pts ea 9 wks= 400 points total)**

Total Points: 100 points

Total Points for Fourth Nine Weeks: 415

Grade Scale for Fourth Nine Weeks:

415-373 = A (100-90%)

372-332 = B (89-80%)

331-290 = C (79-70%)

289-249 = D (69-60%)

248-0 = F (59-50%)