

Curriculum Map: English 10 2022-2023

Course: ENG 10 Sub-topic: Uncategorized

Grade(s): 10

Course Description: This course is designed for all students who follow the regular or accelerated, sequential educational program. The tenth grade curriculum combines study in literature, composition, grammar, and vocabulary. Composition assignments may center on skills and content found in the literature, and correct grammatical usage and writing techniques are stressed. Students enrolled in this course will take Keystone Exam near the end of course.

Course Textbooks, Workbooks, Materials Citations:

- Prentice Hall Literature Platinum level/ Pearson Education/2002
- Fahrenheit 451 Novel by Ray Bradbury/ Simon and Schuster/ 2012
- "A Doll's House" play by Henrik Ibsen/ CreateSpace Independent Publishing Platform (October 25, 2018)
- " Glass Menagerie" by Tennessee Williams / New directions/ 1999
- Unlocking the Keystone book /Gonce and Martin/Keys test prep
- The Great Gatsby* by F. Scott Fitzgerald novel /Scribner/ 2004
- "Romeo and Juliet" paperback play by William Shakespeare /Prestwick House/2005

Unit: Complicated Decisions Theme

Timeline: 5 Weeks

Unit Description: This unit will follow characters decisions and motivations for their actions. The unit will also encompass, vocabulary, writing, grammar, literary terms and literature analysis.

Unit Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What strategies and resources does the learner use to figure out unknown vocabulary?
- How does interaction with text provoke thinking and response?

Unit Big Ideas: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Effective readers use appropriate strategies to construct meaning.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: -chromebook

-Cell phone (back up if needed)

- Online software:

edpuzzle, newsela, common lit, read works, ixl, time for kids,vocabulary.com, kahoot, quizlet etc...

- Prentice Hall textbook

Unit Assignments: Throughout unit various websites and apps will be used as additional resources. Such as common lit, newsela, readworks, ixl, vocabulary.com, quizzizz, quizlet and kahoot.

"Games at Twilight" Short story

- story connected vocabulary and literary terms (doc/ vocabulary.com)
 - India/ Cultural history and diaspora (doc)
 - Close reading questions for story (doc)
- Plot connection with Grimms fairy tales with motivations of characters (students will be able to choose fairy tale)
- Writing- Creative writing plot/setting/ time and situation

" The Monkey's Paw" Short Story

- Story vocabulary and literary terms (vocabulary.com)
 - Webquest pre-read (Discuss background of setting) (doc and internet)
 - Grammar: Adverb usage to establish mood/tone
 - Horror elements of Gothic literature
 - Close reading questions and analysis
 - Short story multiple choice quiz (google form)
- Writing: Text Dependent Analysis

"Masque of the Red Death" Short Story

- Story vocabulary and literary terms (vocabulary.com)
- Continue horror elements and gothic literature (doc and discussion)
- Edgar Allan Poe webquest and short biography video (doc, internet)
- Non-Fiction article (doc.)
- Close reading questions (doc)
- Grammar- Diction/ adjective use
- Multiple choice assessment (google form)
- Film analysis
- Writing- Text dependent compare and contrast writing

" The Bridegroom" Poem

- Poetry terms list (doc)
 - Close Reading questions (doc)
 - Gothic elements continued (doc)
 - Write your own narrative poem
- Writing: Connect the unit in one writing about gothic literature (text dependent)

Unit Key

Terminology & Definitions : Various vocabulary for each story and unit available in unit assignments and vocabulary.com

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.9-10.A](#)
(Advanced)

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;

CC.1.2.9-10.B (Advanced)	provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C (Advanced)	Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
CC.1.2.9-10.D (Advanced)	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9-10.E (Advanced)	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.K (Advanced)	Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.9-10.N (Advanced)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.9-10.O	Use narrative techniques such as dialogue, description,

(Advanced)	reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.9-10.P (Advanced)	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.4.9-10.Q (Advanced)	Write with an awareness of the stylistic aspects of writing. ? Use parallel structure. ? Use various types of phrases and clauses to convey meaning and add variety and interest.
CC.1.5.9-10.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

(* standards consolidated from Topic level)

Topic: "Games at Twilight" Short Story

Minutes for Topic: 264

Core Lesson Description: Students will study characterization, character arc and the decisions/motivations characters make.

Core Lesson Student Learning Objectives: Students will study theme, motivation, basic short story elements and inferencing. Students will have a beginning creative writing assignment.

Core Lesson Essential Questions: Why does a character make the decisions they do?
Can we predict the decisions?
Is the reader privy to information?

Core Lesson Big Ideas: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Core Lesson Materials: Textbook
Computer for discussion questions, creative writing and assessments.

Core Lesson Key Terminology & Definitions:

1. [stifle](#) impair the respiration of or obstruct the air passage of
Their faces were red and bloated with the effort, but their mother would not open the door, everything was still curtained and shuttered in a way that **stifled** the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke.
2. [veranda](#) a porch along the outside of a building
'We'll play in the **veranda** and porch – we won't go a step out of the porch.'
3. [sari](#) a draped dress worn primarily by Hindu women
'No – we won't, we won't,' they wailed so horrendously that she actually let down the bolt of the front door so that they burst out like seeds from a crackling, over-ripe pod into the veranda, with such wild, maniacal yells that she retreated to her bath and the shower of talcum powder and the fresh **sari** that were to help her face the summer evening.
4. [strident](#) unpleasantly loud and harsh

The white walls of the veranda glared **stridently** in the sun.

5. **melancholy** grave or even gloomy in character
'Now clap!' she roared and, clapping, they all chanted in **melancholy** unison: 'Dip, dip, dip – my blue ship –' and every now and then one or the other saw he was safe by the way his hands fell at the crucial moment – palm on palm, or back of hand on palm – and dropped out of the circle with a yell and a jump of relief and jubilation.
6. **jubilation** a feeling of extreme joy
'Now clap!' she roared and, clapping, they all chanted in melancholy unison: 'Dip, dip, dip – my blue ship –' and every now and then one or the other saw he was safe by the way his hands fell at the crucial moment – palm on palm, or back of hand on palm – and dropped out of the circle with a yell and a jump of relief and **jubilation**.
7. **supercilious** having or showing arrogant disdain or haughtiness
'I know I have to, idiot,' Raghu said, **superciliously** kicking him with his toe.
8. **sidle** move unobtrusively or furtively
He had **sidled** away and sat dejectedly on the flower pot.
9. **dejected** affected or marked by low spirits
He had sidled away and sat **dejectedly** on the flower pot.
10. **defunct** no longer in force or use; inactive
Ravi had never cared to enter such a dark and depressing mortuary of **defunct** household goods seething with such unspeakable and alarming animal life but, as Raghu's whistling grew angrier and sharper and his crashing and storming in the hedge wilder, Ravi suddenly slipped off the flower pot and through the crack and was gone.
11. **temerity** fearless daring
He chuckled aloud with astonishment at his own **temerity** so that Raghu came out of the hedge, stood silent with his hands on his hips, listening, and finally shouted 'I heard you! I'm coming! Got you–' and came charging round the garage only to find the upturned flower pot, the yellow dust, the crawling of white ants in a mud-hill against the closed shed door – nothing.
12. **fray** a noisy fight
He contemplated slipping out of the shed and into the **fray**.
13. **lavish** characterized by extravagance and profusion
The gardener would fix the hosepipe to the water tap and water would fall **lavishly** through the air to the ground, soaking the dry yellow grass and the red gravel and arousing the sweet, the intoxicating scent of water on dry earth – that loveliest scent in the world.
14. **hirsute** having or covered with hair
To defeat Raghu – that **hirsute**, hoarse-voiced football champion – and to be the winner in a circle of older, bigger, luckier children – that would be thrilling beyond imagination.
15. **laurel** a wreath of foliage worn on the head as an emblem of victory
He hugged his knees together and smiled to himself almost shyly at the thought of so much victory, such **laurels**.
16. **dogged** stubbornly unyielding
There he sat smiling, knocking his heels against the bathtub, now and then getting up and going to the door to put his ear to the broad crack and listening for sounds of the game, the pursuer and the pursued, and then returning to his seat with the **dogged** determination of the true winner, a breaker of records, a champion.

17. slake satisfy, as thirst
Evening. Twilight. The sound of water gushing, falling. The scent of earth receiving water, **slaking** its thirst in great gulps and releasing that green scent of freshness, coolness.
18. elude escape, either physically or mentally
He had only remembered the part of hiding and trying to **elude** the seeker.
19. sepulchral of or relating to a chamber that is used as a grave
The trees and bushes around them stood inky and **sepulchral**, spilling long shadows across them.
20. ignominy a state of dishonor
The **ignominy** of being forgotten – how could he face it?

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.D \(Advanced\)](#) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.9-10.N \(Advanced\)](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- [CC.1.4.9-10.Q \(Advanced\)](#) Write with an awareness of the stylistic aspects of writing.
? Use parallel structure. ? Use various types of phrases and clauses to convey meaning and add variety and interest.
- [CC.1.5.9-10.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: "The Monkey's Paw" short story

Minutes for Topic: 264

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.

- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "Masque of the Red Death" Short Story

Minutes for Topic: 308

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.2.9-10.C \(Advanced\)](#) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- [CC.1.2.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "The Bridegroom" Poem

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.9-10.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- [CC.1.4.9-10.K \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- [CC.1.4.9-10.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.9-10.O \(Advanced\)](#) Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- [CC.1.4.9-10.P \(Advanced\)](#) Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- [CC.1.4.9-10.Q \(Advanced\)](#) Write with an awareness of the stylistic aspects of writing.
- ? Use parallel structure.
 - ? Use various types of phrases and clauses to convey meaning and add variety and interest.

Unit: Dystopian Unit

Timeline: 7 Weeks

Unit Description: The unit concentrates on the dystopian and utopian themes. The unit will encompass vocabulary, grammar, writing and literary analysis to facilitate the themes. Non-fiction connections will also be incorporated.

Unit Essential Questions: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: -chromebook

-Cell phone (back up for chromebook)

-textbook

-*Fahrenheit 451* by Ray Bradbury novel

Software programs

Edpuzzle, common lit, readworks, newsela, vocabulary.com, quizizz, quizlet, kahoot etc...

Unit Assignments: Throughout unit

-Various online resources will be utilized in the unit. Examples:

-edpuzzle, common lit, newsela, New York Times articles, quizizz, quizlet, socrative, kahoot etc..

"The Ones Who Walk Away from Omelas" short story (handout not in text)

- Vocabulary for short story (doc/ vocabulary.com)
- anticipation guide (doc)
- Critical thinking questions throughout story
- Reflection essay and discussion of various themes
- Multiple choice quiz

"The Censors" and "There Will Come Soft Rains" short stories (in text)

- Vocabulary for each story (key terms) (doc/vocabulary.com)
 - Questions for each story
 - Persuasive terms and concepts
- Grammar: Persuasive language and the use of adjectives
- Writing: Argument essay

***Fahrenheit 451* Novel (Part 1-3)**

- Vocabulary for each part from the novel (doc/vocabulary.com)
- Ray Bradbury biography video and reflection
- Fahrenheit pre-reading notes and anticipation guide discussion (slides/doc)
- Fahrenheit 451 follow along questions for each part (doc)
- Vocabulary activities with grammar incorporation (doc /online resources)
- Reading check one question quizzers (doc)
- lit charts theme and reading organizers (online converted to doc)
- Quizzes for each part after reading (google form)
- Writing for each part (text dependent and response to literature)
- Fahrenheit 451 movie (amazon)

Unit Key

Terminology & Definitions : See unit assignments and vocabulary.com for lists of key vocabulary.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.9-10.A](#)
(Advanced)

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.

[CC.1.2.9-10.B](#)
(Advanced)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

[CC.1.2.9-10.C](#)
(Advanced)

Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

[CC.1.2.9-10.D](#)

Determine an author's particular point of view and analyze

(Advanced)	how rhetoric advances the point of view.
CC.1.2.9-10.E (Advanced)	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G (Advanced)	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.
CC.1.2.9-10.H (Advanced)	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I (Advanced)	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.J (Advanced)	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.
CC.1.2.9-10.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.9-10.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
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CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
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CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9-10.A (Advanced)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C (Advanced)	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate

CC.1.4.9-10.D (Advanced)	to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E (Advanced)	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.G (Advanced)	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.9-10.H (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise claim.
CC.1.4.9-10.J (Advanced)	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9-10.K (Advanced)	Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

(* standards consolidated from Topic level)

Topic: "The Ones Who Walk Away from Omelas" Short Story

Minutes for Topic: 264

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.9-10.A (Advanced)	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.
CC.1.2.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C (Advanced)	Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
CC.1.2.9-10.D (Advanced)	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E (Advanced)	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.H (Advanced)	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

- [CC.1.2.9-10.J \(Advanced\)](#) 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.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "The Censors" short story

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.C \(Advanced\)](#) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- [CC.1.2.9-10.E \(Advanced\)](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- [CC.1.2.9-10.G \(Advanced\)](#) 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.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "There Will Come Soft Rains" by Ray Bradbury

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.9-10.G \(Advanced\)](#) Write arguments to support claims in an analysis of substantive topics.
- [CC.1.4.9-10.H \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.
- Introduce the precise claim.
- [CC.1.4.9-10.J \(Advanced\)](#) Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- [CC.1.4.9-10.K \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- [CC.1.4.9-10.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Part One Fahrenheit 451 Novel by Ray Bradbury

Minutes for Topic: 4450

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.2.9-10.C \(Advanced\)](#) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- [CC.1.2.9-10.D \(Advanced\)](#) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- [CC.1.2.9-10.E \(Advanced\)](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- [CC.1.2.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.2.9-10.G \(Advanced\)](#) 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.
- [CC.1.2.9-10.H \(Advanced\)](#) Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- [CC.1.2.9-10.I \(Advanced\)](#) Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- [CC.1.2.9-10.J \(Advanced\)](#) 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.
- [CC.1.2.9-10.K \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9-10.A (Advanced)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C (Advanced)	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D (Advanced)	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E (Advanced)	Write with an awareness of the stylistic aspects of composition.
	<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Part Two Fahrenheit 451 Novel by Ray Bradbury

Minutes for Topic: 352

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.9-10.A (Advanced)	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.
CC.1.2.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.D (Advanced)	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E (Advanced)	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.9-10.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.9-10.C \(Advanced\)](#) Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- [CC.1.4.9-10.D \(Advanced\)](#) Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- [CC.1.4.9-10.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.9-10.S \(Advanced\)](#) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Topic: Part Three and finale of Fahrenheit 451 Novel by Ray Bradbury

Minutes for Topic: 440

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.J \(Advanced\)](#) 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.
- [CC.1.2.9-10.K \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.9-10.A \(Advanced\)](#) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- [CC.1.4.9-10.B \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.
- [CC.1.4.9-10.C \(Advanced\)](#) Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- [CC.1.4.9-10.D \(Advanced\)](#) Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- [CC.1.4.9-10.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- [CC.1.4.9-10.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit: Dreams/Escapes and Flawed Heroes

Timeline: 9 Weeks

Unit Description: This unit will have themes and discussions regarding dreams, escapes from reality and flawed heroes. Each literature story in the unit will encompass, vocabulary, grammar and literary analysis to connect to the unit theme.

Unit Essential Questions:

- How does what readers read influence how they should read it?
- How do readers know what to believe in what they read, hear, and view?
- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do learners make decisions concerning formal and informal language in social and academic settings?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective speakers prepare and communicate messages to address the audience and purpose.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials: -chromebook

-cell phone (back up to chromebook)

-Textbook

-*The Great Gatsby* novel (provided)

-" A Dolls House" play (provided)

-"Glass Menagerie" play (provided)

Software

-litcharts, edpuzzle, common lit, ixl, newsela, time for kids, New York Times, quizlet, quizizz, readworks etc...

**Unit
Assignments:**

Throughout the unit

Various software online programs utilized

"Leiningen vs. the Ants" short story (text)

- Pre-reading assignment (doc)
 - Story vocabulary with activities while reading (doc)
 - Leiningen day by day guide with offense/defense connection
 - Leiningen lit chart themes
 - Comprehensive multiple choice quiz (Keystone type questions) google form
 - Plot activity-online
- Writing: News article writing and the 5w's (doc)
- American dream and flawed hero connection to theme (doc)

"The Open Window: short story (read alone activity)

- Short story vocabulary
 - Questions for story
 - Analysis of surprise ending
- Writing:- Switch ending to have a different result (different point of view)
- Comprehension quiz- google form

"A Doll's House" play (May teach)

- Short Story vocabulary (doc/vocabulary.com)
 - Pre-reading KWL assignment chart (doc)
 - Dolls House webquest (online research)
 - Symbolism and character sketches (doc)
 - Comprehensive questions for each Act (doc)
 - Edpuzzle alternative for questions (online)
 - Lit charts themes and reading organizers (online)
 - Comprehensive quizzes for each Act (google form)
- Writing - Five paragraph essay text dependent with thesis development (doc and online)

"Glass Menagerie" play (handout)

- Story vocabulary (Glass unit pdf)
 - Story questions (Unit pdf and converted doc)
 - Pre reading activity and webquest (doc)
 - Vocabulary activities for each scene
 - Symbolism studies (doc)
- Edpuzzle alternative for questions (online)
- Lit charts themes and reading organizers (online)
 - Comprehensive quizzes for each scene (google form)
- Writing - Five paragraph essay text dependent with thesis development (doc and online)

***The Great Gatsby* novel (Ch. 1-9) (handout)**

- Prereading study of time period (1920's America in color and notes)

- Gatsby Webquest of fads and time period (online)
- Story vocabulary for every three chapters (doc/ vocabulary.com)
- Chapter questions for every three chapters (doc)
- Quizzes after three chapters (google form)
- Reading check quizzes throughout (google form/ doc)
- Symbolism journal study (do)
- Writing for every three chapters (choice chart doc)
- Lit charts theme and reading organizers (online converted to doc)
- Summary writing and outlining (doc)
- Writing: American dream text dependent theme (doc)

Unit Key

Terminology & Definitions : See unit assignments and vocabulary.com for key terminology and story vocabulary.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

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| <u>CC.1.2.9-10.A</u>
(Advanced) | 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. |
| <u>CC.1.2.9-10.B</u>
(Advanced) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| <u>CC.1.2.9-10.C</u>
(Advanced) | Apply appropriate strategies to analyze, interpret, and evaluate how an 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. |
| <u>CC.1.2.9-10.D</u>
(Advanced) | Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| <u>CC.1.2.9-10.E</u>
(Advanced) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| <u>CC.1.2.9-10.F</u>
(Advanced) | Analyze how words and phrases shape meaning and tone in texts. |
| <u>CC.1.2.9-10.G</u>
(Advanced) | 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. |
| <u>CC.1.2.9-10.H</u>
(Advanced) | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| <u>CC.1.2.9-10.I</u>
(Advanced) | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| <u>CC.1.2.9-10.J</u>
(Advanced) | 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. |
| <u>CC.1.2.9-10.K</u>
(Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |

CC.1.2.9-10.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9-10.A (Advanced)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C (Advanced)	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D (Advanced)	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E (Advanced)	Write with an awareness of the stylistic aspects of composition.
	<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.G (Advanced)	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.9-10.H (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
	<ul style="list-style-type: none"> • Introduce the precise claim.
CC.1.4.9-10.I (Advanced)	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
CC.1.4.9-10.J (Advanced)	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9-10.K (Advanced)	Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.T (Advanced)	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.
CC.1.4.9-10.U (Advanced)	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.
CC.1.4.9-10.W (Advanced)	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.

(* standards consolidated from Topic level)

Topic: "Leiningen vs. the Ants" -short story

Minutes for Topic: 440

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

- [CC.1.4.9-10.A \(Advanced\)](#) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- [CC.1.4.9-10.B \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.
- [CC.1.4.9-10.C \(Advanced\)](#) Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- [CC.1.4.9-10.D \(Advanced\)](#) Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- [CC.1.4.9-10.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- [CC.1.4.9-10.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.9-10.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.9-10.T \(Advanced\)](#) 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.
- [CC.1.4.9-10.U \(Advanced\)](#) 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.
- [CC.1.4.9-10.W \(Advanced\)](#) 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.

Topic: "The Open Window" Short story by Saki

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "A Doll's House" Act One drama play

Minutes for Topic: 660

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.2.9-10.C \(Advanced\)](#) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

- [CC.1.2.9-10.D \(Advanced\)](#) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- [CC.1.2.9-10.E \(Advanced\)](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- [CC.1.2.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.2.9-10.G \(Advanced\)](#) 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.
- [CC.1.2.9-10.H \(Advanced\)](#) Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- [CC.1.2.9-10.I \(Advanced\)](#) Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- [CC.1.2.9-10.J \(Advanced\)](#) 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.
- [CC.1.2.9-10.K \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "A Doll's House" Act Two drama play

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.2.9-10.C \(Advanced\)](#) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- [CC.1.2.9-10.D \(Advanced\)](#) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- [CC.1.2.9-10.E \(Advanced\)](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G (Advanced)	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.
CC.1.2.9-10.H (Advanced)	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I (Advanced)	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.J (Advanced)	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.
CC.1.2.9-10.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.9-10.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "A Doll's House" Act Three drama play

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of

- strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.9-10.G \(Advanced\)](#) Write arguments to support claims in an analysis of substantive topics.
- [CC.1.4.9-10.H \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.
- Introduce the precise claim.
- [CC.1.4.9-10.I \(Advanced\)](#) Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
- [CC.1.4.9-10.J \(Advanced\)](#) Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- [CC.1.4.9-10.K \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- [CC.1.4.9-10.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: "The Glass Menagerie" Scene 1-2

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "The Glass Menagerie" Scene 3-4

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.

- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: " The Glass Menagerie" Scene 5-7

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.9-10.A \(Advanced\)](#) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- [CC.1.4.9-10.B \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.
- [CC.1.4.9-10.C \(Advanced\)](#) Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- [CC.1.4.9-10.D \(Advanced\)](#) Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- [CC.1.4.9-10.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending

to the norms of the discipline in which they are writing.
[CC.1.4.9-10.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: The Great Gatsby Chapter 1-3
Minutes for Topic: 440

Topic: The Great Gatsby Chapter 4-6
Minutes for Topic: 440

Topic: The Great Gatsby Chapter 7-9
Minutes for Topic: 440

Unit: Poetry/Keystone Prep

Timeline: 6 Weeks

Unit Description: This unit concentrates on poetry themes that connect to many poetry terms and concepts. This unit is the main preparation for the Keystone test that every tenth grader will take. Unlocking the Keystone workbook will be used throughout and poetry is a large section of the keystone test.

Unit Essential Questions: How does what readers read influence how they should read it?
How do active listeners know what to believe in what they hear?
Who is the audience? What will work best for the audience?
What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials: -chromebook
-cell phone (back up to chromebook)
-Textbook
-Unlocking the Keystone workbook(provided)
Software
-litcharts, edpuzzle, common lit, ixl, newsela, time for kids, New York Times, quizlet, quizizz, readworks etc...

Unit Assignments: **"Spring and All", "Fear" and "The Street"**

-Introduction for poetry using songs (doc and online)
-Poetry Term lists (doc and vocabulary.com)
-Analysis of poems/ theme
-Questions in textbook of poems (textbook/answers to doc)

Emily Dickinson poetry

-Edpuzzle biography and introduction with questions (edpuzzle)
-Several Emily Dickinson poems and discuss Author's choice and theme-(doc)

-Questions for each poem

Writing: Write a text dependent essay response (keystone)

-Multiple choice quiz (google form/doc)

"Uncoiling" and "Columbus Dying" Poems

-Concrete poem examples and discussion

-Questions in textbook (text and doc)

Writing- draw and write a concrete poem

Robert Frost and nature poetry

-Poetry term concentration (doc)

-Read various robert frost and nature poems (doc / textbook)

-Questions in textbook and online (doc)

-Discuss themes and symbolism and pick out various poetry terms (doc and discussion)

"The Stolen Child" and "Flander's Fields", "The Kraken" and "Meeting at Night"

-Meter/ scansion and rhythm (doc and online)

-Poetry term connections (doc)

-Questions in textbook (text)

- Poetry term activity (doc)

Shakespearean Sonnet

Discussion and doc on themes and symbols- (doc)

-Questions in textbook (text and doc)

-Rhyme scheme and poetry terms (doc)

Unlocking the Keystone Workbook

-Answer sheet for the workbook (doc)

-Work through each page of the workbook for Keystone prep (doc)

- Keystone tests after each section to practice (doc/ google form)

Unit Key

Terminology & Definitions : See unit assignments and vocabulary.com for vocabulary lists.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.9-10.A](#)
(Advanced)

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.

[CC.1.2.9-10.B](#)
(Advanced)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

[CC.1.2.9-10.C](#)
(Advanced)

Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

[CC.1.2.9-10.D](#)
(Advanced)

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

[CC.1.2.9-10.E](#)

Analyze in detail how an author's ideas or claims are

(Advanced)	developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G (Advanced)	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.
CC.1.2.9-10.H (Advanced)	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I (Advanced)	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.J (Advanced)	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.
CC.1.2.9-10.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.9-10.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.5.9-10.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B (Advanced)	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.D (Advanced)	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

(* standards consolidated from Topic level)

Topic: "Spring and All", "Fear" and "The Street" Poems

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Emily Dickinson poetry

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "Uncoiling" and "Columbus Dying"

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.5.9-10.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CC.1.5.9-10.B \(Advanced\)](#) Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- [CC.1.5.9-10.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Topic: Robert Frost and Nature Poems

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.5.9-10.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CC.1.5.9-10.B \(Advanced\)](#) Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- [CC.1.5.9-10.D \(Advanced\)](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- [CC.1.5.9-10.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- [CC.1.5.9-10.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Topic: "The Stolen Child" Poem

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "In Flanders Fields", "The Kraken" and "Meeting at Night" Poems

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Shakespearean Sonnets

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Unlocking the Keystone book (Part One)

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Unlocking the Keystone (Part two)

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.2.9-10.C \(Advanced\)](#) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- [CC.1.2.9-10.D \(Advanced\)](#) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- [CC.1.2.9-10.E \(Advanced\)](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- [CC.1.2.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.2.9-10.G \(Advanced\)](#) 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.
- [CC.1.2.9-10.H \(Advanced\)](#) Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- [CC.1.2.9-10.I \(Advanced\)](#) Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- [CC.1.2.9-10.J \(Advanced\)](#) 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.
- [CC.1.2.9-10.K \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Unlocking the Keystone- (Part three)

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.2.9-10.C \(Advanced\)](#) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- [CC.1.2.9-10.D \(Advanced\)](#) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- [CC.1.2.9-10.E \(Advanced\)](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- [CC.1.2.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.2.9-10.G \(Advanced\)](#) 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.
- [CC.1.2.9-10.H \(Advanced\)](#) Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- [CC.1.2.9-10.I \(Advanced\)](#) Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- [CC.1.2.9-10.J \(Advanced\)](#) 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.
- [CC.1.2.9-10.K \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
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[CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Unit: Drama play-Shakespeare

Timeline: 7 Weeks

Unit Description: This unit encompasses numerous vocabulary, grammar, writing and literature analysis in connection with a Shakespearean play.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

How does interaction with text provoke thinking and response?

How do task, purpose, and audience influence how speakers craft and deliver a message?

Why do writers write? What is the purpose?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Unit Materials: -Chromebook

-Cell Phone (chromebook back up)

-"Romeo and Juliet" play

- Software update:

common lit, edpuzzle, readworks, ixl, kahoot, quizizz, quizlet, lit charts, gradeproof, insert learning and numerous research sites.

Unit Assignments: Throughout unit: Google Classroom will be utilized

-Non-fiction and fiction stories and research online and with the following resources

common lit, newsela, ixl, readworks, edpuzzle, screencastify and various research sites

Shakespeare and *Romeo and Juliet*

-William Shakespeare biography (packet notes and power point/ video)

-Macbeth vocabulary for each act (doc and vocabulary.com)/ quizlet also

- themes and reading organizers on lit charts

-Online edpuzzles for accommodations (edpuzzle)

-Questions for each scene and act

- Short text dependent analysis writing throughout unit (doc)

-Quizzes for each act and final test (google forms)

-Summary reviews (doc)

-Missing scene writing assignment in groups as final project (doc)

Unit Key**Terminology &** See unit assignments and vocabulary.com for specific vocabulary and key terminology.**Definitions :****STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.2.9-10.A (Advanced)	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.
CC.1.2.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.D (Advanced)	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E (Advanced)	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.9-10.A (Advanced)	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.
CC.1.3.9-10.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9-10.F (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G (Advanced)	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H (Advanced)	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.5.9-10.C (Advanced)	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

(* standards consolidated from Topic level)

Topic: Shakespeare introduction/biography

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.

Topic: Act One- Romeo and Juliet

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.9-10.A \(Advanced\)](#) 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.
- [CC.1.2.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.2.9-10.D \(Advanced\)](#) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- [CC.1.2.9-10.E \(Advanced\)](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- [CC.1.2.9-10.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.5.9-10.C \(Advanced\)](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CC.1.5.9-10.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- [CC.1.5.9-10.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Topic: Act Two Romeo and Juliet

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Act Three Romeo and Juliet

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Act Four Romeo and Juliet

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Act Five Romeo and Juliet

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.9-10.A \(Advanced\)](#) 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.
- [CC.1.3.9-10.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- [CC.1.3.9-10.C \(Advanced\)](#) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [CC.1.3.9-10.D \(Advanced\)](#) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- [CC.1.3.9-10.E \(Advanced\)](#) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- [CC.1.3.9-10.F \(Advanced\)](#) Analyze how words and phrases shape meaning and tone in texts.
- [CC.1.3.9-10.G \(Advanced\)](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- [CC.1.3.9-10.H \(Advanced\)](#) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- [CC.1.3.9-10.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.9-10.J \(Advanced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.9-10.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.